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## A National Policy for Education

[EDITORIAL]

THE PEOPLE of the United States today stand at a strategic crossroads. Looking in one direction, a way stretches out towards universal military training with all of its implications for radical changes in the American way of life. Looking in the other direction is the road leading toward the elevation of American economic, social, and cultural living through a national policy of universal educational opportunity.

The proposed national budget for universal military training and the proposed national budget for the elevation of American life and culture through an adequate educational program are approximately the same—three billion dollars per annum. It is the responsibility of the American people within the next few months to decide which way they will go.

Just as some people are strenuously advocating a program of universal military training, so the people who are interested in education should advocate with equal effort a national policy of universal educational opportunities.

The facts indicate dramatically that there are not equal opportunities for education and culture in the United States. There are discriminations geographically. Some of our states would be compelled, so it is stated, to contribute 15 or 20 times more on the basis

of per capita income than other states if even the bare minimum standards of public education were reached. The injustice of this condition, in the light of the fact that education is one of our greatest national assets, is apparent.

There are discriminations on the basis of color and race. If the Constitution of the United States is the basic law of the land, then all truly American people must insist that all citizens shall be equal before the law. An important part of the law of the land should be equality of opportunity for education without discrimination. Therefore, any national policy of education must have as its cornerstone the unquestioned acknowledgment that unjust discrimination of any kind must be eliminated. All the children of all the people must be given equal access to the educational opportunities for which they are best suited by aptitude, interest, and application.

There is a startling discrimination between the opportunities afforded children in the rural and urban sections of the nation. This is demonstrated by the fact that the average income for the rural teacher in America is \$1,018 per year while the income for the urban teacher is \$2,013. The average amount spent for the education of a child in a rural district is \$84 while the amount

spent for the education of an urban child is \$122. Every fair minded citizen must recognize that this condition is an unjust and intolerable discrimination.

A national policy of education means that a variety of curricula and institutions must be provided to meet the needs of the vast variety of abilities as well as handicaps which are found in the population of this nation. Buildings, equipment, and instruction for technical, vocational, business, and other specialized forms of education, which have sometimes been regarded as inferior to education in the arts and sciences, must be on an equality in every respect with the corresponding facilities provided for education in the arts, sciences, and professions.

Just as a river cannot rise higher than its source, so the cultural and economic life of our nation cannot rise higher than the interests and convictions of the rank and file of American citizens. For this reason a bold attack must be made upon the problem of adult education. This problem can be solved through evening and extension educational programs, through better library facilities supported on a Federal-state cooperative basis, and also through the radio, that sleeping giant of American educational possibilities. One of the amazing things for future generations will be the cheapness with which one of our greatest inventions has been prostituted for superficial twaddle.

A national policy for education is not to be confused with a policy of national education. A national policy of education calls for high standards to be determined in conference not only among

the leaders of education, but in collaboration with leaders of thought in labor, industry, and in every phase of American life. These policies must be carried to the people in the several states by educational processes and democratic acceptance, encouraged and advanced by Federal Grants-In-Aid to the several states in order that these standards may be progressively attained.

A national policy of education will leave the details of education to the several states as they affect curricula, buildings, equipment, instructors, supervision, attendance, and the peculiar needs in the kinds of education as they may affect various sections of the country. One section may need greater emphasis on agricultural education than others; another section may need greater emphasis on technical and trade education; and still another may need larger opportunities in the arts and sciences. There must be no effort to regiment American education. As long as honest efforts are made in the various states to attain the minimum standards which will be set by a policy making committee, Federal Grants-In-Aid and encouragement should be extended.

The potential health, intelligence, skill, and the pride of our people as a whole nation can be developed only through a national policy which will offer with equality and justice the opportunities of education and development to all citizens.

JESSE P. BOGUE  
*Chairman*

Legislative Committee  
American Association of  
Junior Colleges



# Physical Property of Junior Colleges, 1940

HENRY G. BADGER

FOR THE SCHOOL YEAR 1939-40 there were 456 junior colleges which made statistical reports to the U. S. Office of Education. Of these, 217 were under the control of states or subdivisions of states (cities, school districts, etc.) and 239 were controlled by churches, non-profit organizations and other private groups.

Usable data on the physical property of 129 of these institutions were received at the U. S. Office. Of these 60 were publicly controlled and 69 were under private control. Thus it appears that 27.6 per cent of the publicly controlled institutions and 28.9 per cent of those under private control, or 28.3 per cent of all institutions reporting, were able to furnish data on their property in sufficient detail to permit the rather general analysis here attempted.

The representativeness of the sample here given would appear to be quite satisfactory as regards the difference in control of institutions. With respect to size of student body and race of stu-

dents, it is, however, quite a different story.

Thus, the median size of the publicly controlled junior colleges attended by white persons, as shown in the *Junior College Directory* for the year in question, was 295; that for the corresponding group of institutions carried in this compilation is 450. In the case of the colleges for Negroes the total number is too small to consider the question of representativeness.

In the field of the privately controlled junior colleges, the median enrollment for all those attended by white persons is 192; that for the colleges carried in this compilation is 208. For all the junior colleges for Negroes the median is 175; for those in the present compilation it is 200.

Thus it is apparent that the larger institutions tend to have more complete records than the smaller ones.

In planning the present compilation the following definitions were set up as criteria:

(1) A student is a person who comes to the campus for instruction regardless of whether that instruction is on the collegiate, subcollegiate, or other level. It would appear that a student needs approximately the same amount of space and study facilities whether he is a regular or a special, a collegiate or an adult student; at least the data at hand did not seem to facilitate an analysis of values by level of student. Again, the data did not provide for separation of part-time from full-time students. Accordingly, the per student measure here used is the actual number of different persons who come to the junior college for instruction during the period September-June, regardless of their grade or the amount of time they spend on the campus.

(2) Property includes grounds, residence and dining halls, other buildings, improvements other than buildings, and equipment.

HENRY G. BADGER is associate specialist in educational statistics of the U. S. Office of Education. He has been a frequent and valued contributor to the *Journal*. Whenever junior colleges in numbers request information which can—albeit usually at the cost of considerable time and effort—be dug out of the extensive statistical data in the files of the Office of Education, the *Journal* turns to Mr. Badger. He has never yet failed to give of his leisure to the task of segregating the figures and writing up the needed material promptly, clearly, and helpfully. The present article stems from the numerous requests for information on physical property values which have been coming to the Association from junior colleges embarking on building programs, as so many are doing just now.

Grounds are those used for educational purposes (including athletics and other recreational activities). Real estate held for income-producing purposes is considered part of the endowment and is not included in the present figures.

Residence and dining halls are buildings used for these purposes by students or faculty members. Dormitories, refectories, faculty homes, and homes for presidents come in this category.

Other buildings are those used for instruction or recreational purposes. This category includes classroom buildings, laboratories, gymnasiums, field houses, and other buildings of these general types. Residences and business buildings used for income-producing purposes are omitted.

Improvements include campus walks, lights, gates, heating tunnels, and other pieces of construction on the campus which represent a capital investment but which are not classifiable as buildings.

Equipment consists of all movable property of an institution which is used in its educational or housing program. Examples of this are classroom chairs, microscopes, dormitory and refectory furniture and equipment, library books and shelving not attached to the building, automobiles, etc. Even livestock on a college farm used in the agricultural instruction program belong in this category.

(3) The endowment funds of junior colleges are omitted from this compilation.

The following tables show the actual investment<sup>1</sup> in physical property of these various types per student enrolled in the junior colleges for which data were available, divided according to number of students enrolled. Table 1 covers the 82 white and 5 Negro junior colleges which had dormitory facilities. Table 2 covers the 42 white junior colleges which did not have these facilities; no Negro institutions supplied data for this tabulation.

A wide variation is to be observed in the amount of real estate and equipment in the various institutions. In general the dormitory schools had more

<sup>1</sup> While in most cases the data represent cost of plant, a few institutions reported appraised values, insurance values, or merely "book values."

property per student than did those without these facilities. This is true even when the value of the residence and dining halls is subtracted from the total. Thus among the 21 publicly controlled dormitory schools whose student body was predominantly white, the total value of property was \$920 per student. Of this \$282 was in residence and dining halls and \$638 in other facilities. Among the non-dormitory schools for white persons and under public control, the total investment in plant per student was only \$537, or 84 per cent of the corresponding figure in the dormitory schools.

Among the privately controlled junior colleges attended by white persons a similar comparison may be made: Those having dormitory facilities had a per student investment in non-dormitory plant amounting to \$1,008 as compared with a corresponding investment of \$740 in the non-dormitory institutions.

In general, it appears that privately controlled junior colleges had a somewhat larger investment in non-dormitory plant per student than was reported by those under public control.

It should be remembered that any conclusions drawn from these data are tentative, that fewer than one-third of the institutions in the country are involved, and that the sampling is weighted in the direction of the larger institutions. It should also be recalled that the typical junior college under public control is an adjunct of a city or district high school, whereas the typical privately controlled junior college is either a new institution or an outgrowth of a privately endowed institution of full collegiate standing and is therefore likely to have a more expensive plant than is used by the public

junior college. True, exceptions to this rule exist—both ways. Nevertheless, it is probably a factor in the difference between the two types of institution.

TABLE 1. VALUE OF PLANT AND EQUIPMENT, 87 JUNIOR COLLEGES REPORTING DORMITORY FACILITIES 1939-40, BY CONTROL, RACE OF STUDENTS ADMITTED, AND SIZE OF STUDENT BODY.

Item	Value per student	
	Publicly controlled	Privately controlled
<i>I. Institutions Attended by White Persons</i>		
<i>1. 1000 or more students</i>		
Number of institutions ..	1	2
Number of students ....	1,594	2,888
Value of:		
Grounds .....	\$68	\$170
Residence & dining halls ..	13	524
Other buildings .....	384	284
Improvements .....	37	17
Equipment .....	197	171
Totals .....	\$699	\$1,166
<i>2. 600 to 999 students</i>		
Number of institutions ..	4	0
Number of students ....	2,867	0
Value of:		
Grounds .....	\$31	...
Residence & dining halls ..	237	...
Other buildings .....	280	...
Improvements .....	15	...
Equipment .....	106	...
Totals .....	\$669	...
<i>3. 300 to 599 students</i>		
Number of institutions ..	11	15
Number of students ....	3,547	6,073
Value of:		
Grounds .....	\$58	\$139
Residence & dining halls ..	437	486
Other buildings .....	501	354
Improvements .....	59	40
Equipment .....	169	142
Totals .....	\$1,224	\$1,161
<i>4. 1 to 299 students</i>		
Number of institutions ..	5	44
Number of students ....	887	7,061

TABLE 1.—(Continued)

Item	Value per student	
	Publicly controlled	Privately controlled
Value of:		
Grounds .....	\$34	\$328
Residence & dining halls ..	291	957
Other buildings .....	467	794
Improvements .....	6	37
Equipment .....	114	286
Totals .....	\$912	\$2,402
<i>5. All institutions attended by white persons</i>		
Number of institutions ..	21	61
Number of students ....	8,895	16,022
Value of:		
Grounds .....	\$49	\$227
Residence & dining halls ..	282	701
Other buildings .....	405	535
Improvements .....	36	35
Equipment .....	148	211
Totals .....	\$920	\$1,709
<i>II. Institutions for Negroes</i>		
<i>1. 600 to 999 students</i>		
Number of institutions ..	1	0
Number of students ....	654	...
Value of:		
Grounds .....	\$322	...
Residence & dining halls ..	292	...
Other buildings .....	374	...
Improvements .....	138	...
Equipment .....	93	...
Totals .....	\$1,219	...
<i>2. 300 to 599 students</i>		
Number of institutions ..	0	1
Number of students ....	...	507
Value of:		
Grounds .....	...	\$414
Residence & dining halls ..	...	395
Other buildings .....	...	690
Improvements .....	...	0
Equipment .....	...	197
Totals .....	...	\$1,696
<i>3. 1 to 299 students</i>		
Number of institutions ..	0	3
Number of students ....	...	573
Value of:		
Grounds .....	...	\$218
Residence & dining halls ..	...	319

TABLE 1—(Continued)

Item	Value per student	
	Publicly controlled	Privately controlled
Other buildings .....	...	362
Improvements .....	...	69
Equipment .....	...	141
Totals .....	...	\$1,109
4. All institutions for Negroes		
Number of institutions ..	1	4
Number of students ....	654	1,080
Value of:		
Grounds .....	\$322	\$310
Residence & dining halls	292	355
Other buildings .....	374	516
Improvements .....	138	37
Equipment .....	93	167
Totals .....	\$1,219	\$1,385

TABLE 2. VALUE OF PLANT AND EQUIPMENT, 42 JUNIOR COLLEGES HAVING NO DORMITORY FACILITIES 1939-40, BY CONTROL, AND SIZE OF STUDENT BODY.\*

Item *	Value per student	
	Publicly controlled	Privately controlled
1. 1,000 or more students		
Number of institutions ..	8	0
Number of students ....	18,729	...
Value of:		
Grounds .....	\$29	...
Buildings .....	357	...
Improvements .....	2	...
Equipment .....	43	...
Totals .....	\$431	...
2. 600 to 999 students		
Number of institutions ..	3	0
Number of students ....	2,446	...
Value of:		
Grounds .....	\$90	...
Buildings .....	526	...
Improvements .....	(a)	...
Equipment .....	90	...
Totals .....	\$706	...

TABLE 2.—(Continued)

Item	Value per student <sup>1</sup>	
	Publicly controlled	Privately controlled
3. 300 to 500 students		
Number of institutions ..	14	1
Number of students ....	7,803	385
Value of:		
Grounds .....	\$33	\$104
Buildings .....	423	178
Improvements .....	9	0
Equipment .....	64	52
Totals .....	\$529	\$334
4. 1 to 299 students		
Number of institutions ..	13	3
Number of students ....	2,461	341
Value of:		
Grounds .....	\$104	\$293
Buildings .....	856	741
Improvements .....	16	0
Equipment .....	233	164
Totals .....	\$1,209	\$1,198
5. All institutions reporting		
Number of institutions ..	38	4
Number of students ....	31,459	726
Value of:		
Grounds .....	\$41	\$193
Buildings .....	425	442
Improvements .....	4	0
Equipment .....	67	105
Totals .....	\$537	\$740

\* No institutions for Negroes furnished data for this tabulation.  
(a) Less than 50¢.

Probably the one most obvious conclusion to be drawn from these data is that up to 1940 only a small minority of the junior colleges of the country were able to make even a rudimentary analysis of the plant set aside for their use. Data for later years are not yet available in usable form, but it is to be hoped that they will show a larger number of institutions able to supply reports of this type.

Table 3 carries data on the individual institutions studied.

TABLE 3. ENROLLMENT 1939-40, AND VALUE OF PHYSICAL PLANT 1940, IN 129 JUNIOR COLLEGES

Item	Enrollment 1939- 40 <sup>a</sup>	Value of physical plant 1940 <sup>b</sup>					Total
		Grounds	Residence and dining halls	Other build- ings	Im- prove- ments	Equip- ment	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>I. Publicly Controlled</i>							
<i>1. 1000 or more students</i>							
Chaffey College, Calif. ....	1,021	\$60,000	0	\$450,000	0	\$60,000	\$570,000
Long Beach City College, Calif. ....	2,038	65	0	336,489	\$25,896	153,516	515,966
Modesto Junior College, Calif. ....	1,523	65,000	0	469,000	0	96,661	630,661
Sacramento College, Calif. ....	3,111	100,000	0	1,226,650	0	173,845	1,500,495
San Francisco Junior College, Calif. ....	2,329	64,416	0	1,264,612	0	104,889	1,433,917
Herzl Junior College, Ill. ....	1,715	95,159	0	714,568	0	92,914	902,641
Wilson Junior College, Ill. ....	2,988	49,741	0	409,666	0	42,450	501,857
Wright Junior College, Ill. ....	4,004	112,395	0	1,808,147	0	87,477	2,008,019
North Texas Agricultural College	1,594	108,764	\$20,268	611,420	59,090	314,536	1,114,078
<i>2. 600 to 999 students</i>							
State A. and M. Institute, Ala. (N)	654	210,500	191,000	244,600	90,000	61,075	797,175
Phoenix Junior College, Ariz. ....	721	16,380	0	521,077	1,000	80,663	619,120
Arkansas Polytechnic College ....	772	54,775	252,500	378,530	10,144	165,454	861,403
North Georgia College ....	636	12,200	187,000	89,300	3,100	56,312	347,912
Jones County Junior College, Miss.	730	15,000	173,000	185,000	20,000	30,000	423,000
Junior College of Kansas City, Mo.	877	200,000	0	250,000	0	76,600	526,600
Eastern New Mexico College ....	729	6,240	68,395	150,171	8,417	51,300	284,523
Cameron State Agric. College, Okla.	868	5,000	0	525,000	0	64,000	594,000
<i>3. 300 to 599 students</i>							
State A. & M. Col. (Magnolia), Ark.	492	20,561	237,020	191,170	90,450	74,735	613,936
Placer College, Calif. ....	395	10,000	0	200,000	0	50,000	260,000
San Luis Obispo Jr. Coll., Calif. ....	344	8,000	0	150,000	0	7,000	165,000
Mesa County Junior College, Colo.	589	20,000	0	300,000	0	25,000	345,000
Abraham Baldwin Agric. Coll., Ga.	403	14,000	164,000	142,000	0	40,000	360,000
Armstrong Junior College, Ga. ....	358	50,000	0	300,000	0	50,000	400,000
Georgia Military College ....	459	3,500	50,750	33,250	875	8,225	96,600
Georgia Southwestern College ....	375	5,580	140,000	166,000	7,500	30,557	349,637
South Georgia College ....	351	3,140	92,000	101,085	0	38,470	234,695
El Dorado Junior College, Kans. ..	403	10,000	0	425,000	0	27,000	462,000
Copiah-Lincoln Jr. College, Miss. ...	577	24,112	200,813	185,000	1,000	58,933	469,858
East Central Jr. College, Miss. ....	548	20,581	148,228	166,981	0	19,676	355,466
Pearl River Jr. College, Miss. ....	354	40,000	120,000	64,287	12,000	13,202	249,489
Sunflower Junior College, Miss. ....	597	11,836	0	268,405	11,769	18,771	310,781
Joplin Junior College, Mo. ....	411	8,000	0	100,000	0	25,000	133,000
St. Joseph Junior College, Mo. ....	483	14,000	0	253,326	0	30,650	297,976
Northern Montana College ....	472	10,000	0	175,000	20,000	88,550	293,550
State School of Science, N. Dak. ...	548	25,000	50,000	200,000	39,000	100,000	414,000
Connors State Agric. College, Okla.	528	13,000	207,322	133,360	58,774	60,151	472,607
Northeastern Okla. Junior College	340	12,000	0	341,967	21,631	13,433	389,031
University Junior College, Okla. ...	592	34,820	140,000	392,500	0	156,090	723,410
Amarillo College, Texas ....	506	35,000	0	233,000	0	40,000	308,000
Hardin Junior College, Texas ....	390	25,000	0	375,097	4,268	47,736	452,101
San Antonio Junior College, Texas	327	28,884	0	28,448	0	16,463	73,795
Dixie Junior College, Utah ....	508	15,747	0	148,532	10,500	60,441	235,220

<sup>a</sup> Source—Statistics of Higher Education 1939-40 and 1941-42, *Biennial Surveys of Education 1938-40 and 1940-42*, Volume II, Chapter IV, Table 18, pp. 100-53.

<sup>b</sup> Source—Unpublished data in files of U. S. Office of Education.

(N)—Negro.



TABLE 3—(Continued)

Item	Enroll- ment 1939- 40 <sup>a</sup>	Value of physical plant 1940 <sup>b</sup>					Total
		Grounds	Resi- dence and dining halls	Other build- ings	Im- prove- ments	Equip- ment	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>4. 1 to 299 students</i>							
Citrus Junior College, Calif. ....	181	41,200		0 350,000	0	47,000	438,200
Oceanside-Carlsbad Jr. Coll., Calif. ....	244	50,000		0 150,000	0	50,000	250,000
Porterville Junior College, Calif. ....	275	41,340		0 396,500	40,150	115,000	592,990
Pueblo Junior College, Colo. ....	299	50,000		0 250,000	0	50,000	350,000
Palm Beach Junior College, Fla. ....	121	5,000		0 31,000	0	5,000	41,000
Boone Junior College, Iowa ....	77	700		0 20,000	0	1,100	21,800
Highland Junior College, Kans. ....	184	4,200	3,000	40,000	0	8,000	55,200
Port Huron Jr. Coll., Mich. ....	222	10,000		0 146,000	0	124,800	280,800
East Mississippi Junior College ....	196	6,500	92,500	69,275	0	19,313	187,588
Southwest Mississippi Jr. Coll. ....	185	3,000	100,000	151,939	0	23,443	278,382
McCook Junior College, Neb. ....	155	10,000		0 35,000	0	10,000	55,000
North Dakota School of Forestry ..	171	6,000	20,000	80,000	3,000	41,000	150,000
Kiowa County Jr. Coll., Okla. ....	108	5,000		0 115,000	0	10,000	130,000
Blinn College, Texas ....	151	10,898	42,274	73,159	1,896	9,281	137,508
San Angelo College, Texas ....	274	13,459		0 189,387	0	50,511	253,357
Texarkana College, Texas ....	174	10,000		0 150,000	0	40,000	200,000
Victoria Junior College, Texas ....	79	15,000		0 120,000	0	11,157	146,157
Snow College, Utah ....	252	4,000		0 153,000	0	59,000	216,000
<i>II. Privately Controlled</i>							
<i>1. 1000 or more students</i>							
North Park College, Ill. ....	1,252	200,000	50,000	155,496	0	50,000	455,496
Stephens College, Mo. ....	1,636	290,069	1,463,091	665,871	50,677	442,506	2,912,214
<i>2. 300 to 599 students</i>							
Bethune-Cookman Coll., Fla. (N) ....	507	210,000	200,000	350,000	0	100,000	860,000
St. Petersburg Junior College, Fla. ....	385	40,000		0 68,612	0	19,954	128,566
Rabun Gap-Nacoochee School, Ga. ....	534	7,500	142,000	121,950	15,586	24,444	311,480
Young L. G. Harris College, Ga. ....	469	3,750	111,817	80,089	0	33,561	229,217
Blackburn College, Ill. ....	304	16,382	188,000	221,706	22,000	66,037	514,125
Concordia Junior College, Ind. ....	362	125,000	171,200	105,000	0	65,000	466,200
Campbellsville College, Ky. ....	321	12,500	54,000	74,000	0	12,840	153,340
Bergen Junior College, N. J. ....	443	60,000	53,000	111,000	3,500	75,000	302,500
Williamsport Dickinson Sem., Pa. ....	323	158,588	212,490	312,921	10,160	103,206	797,365
David Lipscomb College, Tenn. ....	447	40,000	275,000	86,000	6,000	86,700	493,700
Freed-Hardeman College, Tenn. ....	310	10,000	148,671	57,307	0	11,750	227,728
Southern Junior College, Tenn. ....	353	42,382	125,732	49,146	29,000	91,445	337,705
Tennessee Wesleyan College ....	349	92,500	120,141	181,000	0	31,192	424,833
Ward-Belmont School, Tenn. ....	489	112,627	681,586	405,709	157,011	13,492	1,370,425
Lon Morris College, Texas ....	315	19,550	90,000	92,000	0	58,902	260,452
Schreiner Institute, Texas ....	332	91,370	160,461	149,040	0	87,640	488,511
Sullins College, Va. ....	337	50,000	416,000	100,719	0	105,000	671,719
<i>3. 1 to 299 students</i>							
Marion Institute, Ala. ....	251	51,000	95,000	161,860	0	65,000	372,860
Oakwood Junior College, Ala. (N) ....	181	30,549	41,470	84,332	25,248	54,827	236,696
St. Bernard Junior College, Ala. ..	237	150,000	180,000	178,000	3,000	35,900	546,900

<sup>a</sup> Source—Statistics of Higher Education 1939-40 and 1941-42, *Biennial Surveys of Education 1938-40 and 1940-42*, Volume II, Chapter IV, Table 18, pp. 100-53.

<sup>b</sup> Source—Unpublished data in files of U. S. Office of Education.  
(N)—Negro.

TABLE 3—(Continued)

Item	Enroll- ment 1939- 40 <sup>a</sup>	Value of physical plant 1940 <sup>b</sup>					Total
		Grounds	Resi- dence and dining halls	Other build- ings	Im- prove- ments	Equip- ment	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Snead Junior College, Ala. ....	263	21,500	97,921	128,500	0	34,882	282,803
Southern Union College, Ala. ....	89	3,000	15,000	21,000	8,000	6,000	53,000
Cogswell Polytechnic Inst., Calif. ....	203	70,625	0	194,640	0	43,686	308,951
Menlo Junior College, Calif. ....	184	40,444	210,000	116,800	24,316	181,313	572,873
Georgetown Visitation Jr. Col., D.C. ....	183	500,000	340,000	150,000	10,000	25,000	1,025,000
Ferry Hall, Ill. ....	114	150,000	675,000	250,000	6,000	28,500	1,109,500
Frances Shimer College, Ill. ....	156	41,516	215,844	293,223	0	72,885	623,468
Mt. St. Clare Jr. Coll., Iowa ....	196	16,560	260,000	29,500	0	50,000	356,060
Central College, Kans. ....	118	2,500	63,692	33,500	8,327	31,879	139,876
College of Paola, Kans. ....	119	60,000	540,000	17,000	4,000	88,000	709,000
St. John's College, Kans. ....	183	55,000	200,000	215,000	10,000	12,000	492,000
Cumberland College, Ky. ....	270	42,000	193,000	185,000	10,000	20,000	450,000
Mt. St. Joseph Jr. Coll., Ky. ....	111	15,000	110,000	100,000	0	38,353	263,353
Dodd College, La. ....	92	69,956	112,123	178,070	53,771	24,270	438,190
Cambridge Junior College, Mass. ....	81	10,000	0	10,270	0	5,024	25,294
Mary Brooks School, Mass. ....	57	19,400	0	47,600	0	7,240	74,240
Spring Arbor Seminary, Mich. ....	162	8,550	30,800	45,000	0	22,000	106,350
All Saints' Episcopal Coll., Miss. ....	69	30,000	125,000	60,000	450	16,830	232,280
Gulf Park College, Miss. ....	236	43,440	29,844	200,826	0	56,098	330,208
Southern Christian Inst., Miss. (N) ....	195	49,300	86,100	109,200	14,255	10,000	268,855
Central Wesleyan College, Mo. ....	90	50,000	60,000	89,000	4,525	20,000	223,525
Christian College, Mo. ....	291	75,000	433,100	175,000	45,142	125,850	854,092
Cottey Junior College, Mo. ....	152	21,400	228,644	147,148	0	75,113	472,305
Hannibal-La Grange College, Mo. ....	156	25,381	85,280	118,900	0	31,675	261,236
Iberia Junior College, Mo. ....	115	3,000	10,000	125,000	1,500	10,000	149,500
St. Paul's College, Mo. ....	149	36,900	144,482	85,327	0	23,941	290,650
Southwest Baptist College, Mo. ....	265	19,000	94,579	121,346	0	22,337	257,262
Wentworth Military Academy, Mo. ....	260	51,799	200,000	227,343	7,630	116,133	602,905
Bennett Junior College, N. Y. ....	121	29,350	412,452	298,690	21,022	124,539	886,053
Concordia Collegiate Inst., N. Y. ....	90	170,000	273,400	351,600	0	43,750	838,750
Gardner-Webb Jr. Coll., N. C. ....	105	3,000	25,000	15,000	0	6,000	49,000
Oak Ridge Military Institute, N. C. ....	210	6,400	41,283	226,383	1,233	23,885	299,184
Pfeiffer Junior College, N. C. ....	190	31,262	209,000	213,500	0	25,000	478,762
Alliance College, Pa. ....	81	51,565	241,993	238,853	29,051	178,134	739,596
Wesleyan Methodist College, S. C. ....	118	4,000	11,250	15,000	1,200	8,100	39,550
Freeman Junior College, S. D. ....	149	4,000	25,000	60,000	0	11,000	100,000
Wessington Springs College, S. D. ....	93	10,000	34,000	33,100	9,981	28,971	116,052
College of Marshall, Texas ....	125	158,259	49,108	90,000	0	54,560	351,927
Decatur Baptist College, Texas ....	151	15,100	136,875	50,000	0	5,000	206,975
Hockaday Junior College, Texas ....	134	51,378	49,398	43,761	0	50,595	195,132
Jacksonville College, Texas ....	65	10,000	75,000	20,000	0	20,000	125,000
Mary Allen Jr. Coll., Texas (N) ....	197	45,000	55,000	14,000	0	16,000	130,000
Westminster College, Texas ....	50	5,000	13,000	72,350	0	10,000	100,350
Westminster College, Utah ....	182	91,666	192,164	140,000	1,059	65,982	490,871
Bluefield College, Va. ....	298	52,331	52,360	268,428	0	40,346	413,465
Fairfax Hall Junior College, Va. ....	118	26,746	133,096	53,000	0	64,534	277,376
Shenandoah College, Va. ....	170	10,000	37,000	87,000	0	25,000	159,000

<sup>a</sup> Source—Statistics of Higher Education 1939-40 and 1941-42, *Biennial Surveys of Education 1938-40 and 1940-42*, Volume II, Chapter IV, Table 18, pp. 100-53.

<sup>b</sup> Source—Unpublished data in files of U. S. Office of Education.

(N)—Negro.

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## Wanted: For Negroes— Junior Colleges With Terminal Courses

MATTHEW J. WHITEHEAD

**L**ITTLE IN AMERICAN education is distinctly American, as we borrowed heavily from our European neighbors. This fact is substantiated by close scrutiny of our kindergarten, our elementary school, and the college or university. The junior college, however, is typically American—born of American thinking—for Americans. It is designed to meet the needs of the masses of the social group who otherwise would not be able to benefit by collegiate training. It is both unique and distinct, disseminating culture to the masses, a privilege formerly enjoyed by only the classes.

Justifying its existence in the American collegiate family on four major functions: (1) popularizing, (2) senior college transfer, (3) terminal and (4) guidance, the junior college is filling a definite need in the American educational program. The late President Franklin Delano Roosevelt, writing to the American Association of Junior Colleges, said, "The junior college has now become a robust youngster in the family of American educational institu-

tions." An examination of the rise, growth, and expansion of this movement in America gives support to this statement of President Roosevelt; but viewing the expansion in the light of the segregated junior colleges for Negroes in the Southern states, the junior college is a "sickly child." Of the more than 600 junior colleges in America there are only 26 for Negroes. This number represents 4.5 per cent of the total number of junior colleges in the United States.

The historical development of the junior college for Negroes is very difficult to trace. This is due to the dearth of available data, changes of names of institutions, and the lack of clearly defined educational philosophy for higher education. Most of the junior colleges for Negroes are largely descended from colleges, academies, normal schools, and institutes founded during the latter part of the nineteenth century by various denominational groups and philanthropic interests. A few of them have their roots as far back as the Civil War colleges which were established following the close of the war between the states. Many of the Negro junior colleges are representations of decapitated four-year college programs. Southern Christian Institute, located at Edwards, Mississippi, is recorded as the oldest junior college for Negroes in the United States, being founded in 1900 as a privately controlled institution supported by the Disciples of Christ.

Table I is inserted to show the names, location, control, year founded, type of

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MATTHEW J. WHITEHEAD is assistant registrar and associate professor of education at Howard University, Washington, D. C. He is also lecturer in education for the New York University off-campus program, in connection with which position he has conducted a graduate course on junior college education this year in Washington. Considerable interest has been manifested by the people taking the course in establishment of an acutely needed Negro junior college in the capital city, he states. Dr. Whitehead received his M.A. degree from Columbia University and his Ed.D. degree in college administration from New York University.

accreditation, enrollment, and faculty personnel of Negro junior colleges now in existence in the United States.

An analysis of the data in Table I reveals that the oldest Negro junior college is Southern Christian Institute, the youngest is Stowe Junior College, founded in 1938; 96 per cent are coeducational; 62 per cent are privately controlled while 38 per cent are public; 30.8 per cent are approved by regional accrediting agencies; 61.5 per cent are approved by their state department of education, and 7.7 per cent are not approved by any standard accrediting agency. South Carolina and Mississippi rank first with 5 Negro junior colleges each; Texas and Alabama rank second with three each; North Carolina, Missouri, and Tennessee rank third with

two each; Kansas, Florida, Arkansas, and Virginia each have one junior college. Student enrollment ranges from 9 to 628, the median being 100.5; the Norfolk Division of Virginia State College has the largest enrollment, 628 students; faculty personnel ranges from 5 to 27 instructors, with Bethune-Cookman College claiming the largest faculty, 27 members.

An examination of the catalogs of these junior colleges reveals that the emphasis is senior college preparatory in 90 per cent of them. A rich opportunity is being missed by these institutions in minimizing the terminal function, one of the most important functions of the junior college. When viewed from the standpoint of localities, it seems that there are enough

TABLE I.—NEGRO JUNIOR COLLEGES IN THE UNITED STATES, 1944-45

Name	Location	Control	Yr. Org. as Jr. Coll.	Accreditation		Enrollment	Faculty
				State	Reg.		
St. Tch. Coll., Br. J. C.	Mobile, Ala.	Pub.	1936	x	x	218	9
Oakwood Junior Coll.	Huntsville, Ala.	Priv.	1917		x	153	13
Stillman Institute	Tuscaloosa, Ala.	Priv.	1927	x	x	201	22
Dunbar Junior College	Little Rock, Ark.	Pub.	1929	x		102	10
Bethune-Cookman Coll.	Daytona, Fla.	Priv.	1923	x	x	463	27
Kansas City Jr. Coll.	Kansas	Pub.	1923	x		250	18
Mary Holmes Jr. Coll.	West Point, Miss.	Priv.	1932	x		96	6
Okolona Indus. School	Mississippi	Priv.	1932	x		99	10
Piney Woods C. Life Sch.	Mississippi	Priv.	1933			9	6
Prentiss Institute	Mississippi	Priv.	1930	x		35	9
So. Christian Inst.	Edwards, Miss.	Priv.	1900	x	x	78	9
Lincoln Junior Coll.	Kansas City, Mo.	Pub.	1936	x		71	17
Stowe Tch. Coll., J. C. of	St. Louis, Mo.	Pub.	1938	x		64	5
Barber-Scotia Jr. Coll.	Concord, N. C.	Priv.	1931	x	x	165	18
Immanuel Lutheran Coll.	Greensboro, N. C.	Priv.	1931	x		24	5
Avery Institute	Charleston, S. C.	Priv.	1930	x		15	7
Bettis Junior College	Trenton, S. C.	Priv.	1930	x		80	10
Coulter Mem. Jr. Coll.	Cheraw, S. C.	Priv.	1933	x		51	7
Friendship Junior Coll.	Rock Hill, S. C.	Priv.	1933	x		158	5
Voorhees N. & I. School	Denmark, S. C.	Priv.	1929	x	x	90	12
Morristown N. & I. School	Tennessee	Priv.	1923	x		49	9
Swift Mem. Junior College	Rogersville, Tenn.	Priv.	1929	x		42	6
St. Philip's Jr. College	San Antonio, Texas	Pub.	1927	x		112	12
Butler College	Tyler, Texas	Priv.	1927	x		139	13
Conroe N. & I. College	Texas	Priv.	1903			175	22
Norfolk Div., Va. St. Coll.	Virginia	Pub.	1935	x	x	628	25



Negro liberal arts colleges and teachers colleges to provide the Negro population with that type of education. These 26 junior colleges would meet a definite need of the Negro race were they to re-think their educational philosophy and concentrate on terminal education. When viewed from the standpoint of established criteria for junior colleges, a relatively small per cent of them meet minimum requirements.

Why not include terminal courses in the curricula? Is it good education to meet needs of students who wish to prepare to enter a vocation on leaving school? Should students be prepared to earn a living? Is this type of education desirable? Is it practical? The answer to all these queries will be in the affirmative by a majority of Negro educators, students, and parents, but the "inferiority complex argument" attached to terminal courses in junior colleges has hindered the rise and increase of them by Negroes, notwithstanding the fact that this is an area of great need for Negroes, particularly in the segregated sections where the junior colleges for Negroes are located.

Although at the present time the terminal courses are one of the chief arguments for the establishment and continuation of junior colleges, a large number of students avoid them since they have often been designated as courses for the non-academically minded students. There are multifarious reasons given for this complex: (1) Accrediting agencies are still placing too much stress on college transfer courses; (2) teachers and counselors are prone to urge students into taking terminal courses after they have been unsuccessful with academic subjects; (3) standards have been established that work should be comparable with that of freshman and sophomore work

in the university; (4) distinction is made between certificate and diploma students; and (5) the tradition of "academic respectability."

The public is always slow in accepting a change and skeptical of a break with the existing "status quo"; often apathetic to the needs of the times or reactionary where an outlay of funds for securing new equipment or new buildings or for new experiments in education is concerned. The intricacy of the problems arising from the changing of social and economic conditions today cannot yet be fully comprehended. Changes in industry, society, and education are taking place so fast that even those making intensive studies of the changes cannot fully comprehend their influence on occupational life or keep pace with the rapidity with which old occupations disappear and new ones appear. Highly specialized occupational life has limited the vision of most parents to such an extent that they know little of the variety of opportunities for their children. The current tendency is for parents to encourage their children to choose occupations requiring more education than their own, and which would give them higher social status.

The inferiority complex theory attached to terminal courses on the junior college level must be changed. The first step is to develop attitudes of respect for and appreciation of all socially useful work. Our social order is complex; the barber, the scientist, the plumber, the physician, the mechanic, and the lawyer all have contributions to make if we are to remain a great nation. It is, therefore, essential that we teach students as well as their parents the roles played by all men in building our social order. The responsibility of the school for helping



students to grow in vocational understanding, and for developing attitudes in harmony with the demands of social and economical life, is apparent.

The second step is the great need for extending terminal courses from the narrow concept of occupational training to the broader idea of terminal *general education*. Such fields as mental and physical health, home life, consumer problems, and socio-civic responsibilities should be incorporated more fully into the terminal program. With this approach it is likely that terminal education will take on new and enhanced meaning, and will assume its rightful leading place in the junior college curriculum. These courses must not be dumping grounds for students who cannot achieve success in history, physics, French, or algebra. Many alert, intelligent students should be guided into these courses. This requires improvement in our guidance program. In short, the same plan must be used that has been used to discourage the belief that the junior college is an inferior institution—by developing a superior finished product. It takes intelligence to master any skilled trade just as it does to master a profession.

Likewise, the general public must be acquainted with the need for persons trained for the semi-professions and the vital and unique service the junior college can render in this training. Good public relations will help to eradicate the stigma from the semi-professions that results from the widespread opinion that they and their personnel are inferior. As the general public and the employers recognize the courses as valuable and practical, students will

come to look on them with more favor.

If the 26 Negro junior colleges would re-think their objectives in the light of the above arguments and needs, the Negro race would assume a new high in the field of American citizenship; and the demand for trained business men, clerks, salesmen, journalists, dental hygienists, receptionists, hotel operators, dramatists, interior decorators, and hundred of others would be more adequately met. Negroes in the segregated areas would be prepared to live as well as to earn a living.

Furthermore, the Negro junior college has a great responsibility to the large number of returning Negro veterans who will desire "short of degree courses." These men and women matured by the experiences of war will be eager to reorientate themselves for purposeful and profitable living. Most of them do not desire degrees; they wish to earn an honest living. Most of them will not be content to sit in courses in economics, accounting, and salesmanship; they seek short courses in how to own and operate small businesses of their own, knowledge on how to read blueprints, to repair automobiles, and many other similar skills. It is not the responsibility of liberal arts colleges to provide these, it is the business of the junior college.

Until the Negro junior colleges awake and accept their responsibilities of providing Negro youth with experiences which will enable them to live richer, fuller, more useful, and more responsible lives, the want ads of higher education for Negroes will continue to read: "Wanted: For Negroes—Junior Colleges With Terminal Courses."

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## Educating For Peace—With Records

EDITH M. GORMAN

NO NEW, or novel, concept of teaching is embodied in the use of phonograph recordings in the classroom. However, student reactions to recordings here at Joplin Junior College may be of interest to other junior college instructors.

There has been a tendency during these last few difficult years to question the value of "cultural" materials of any sort. In a world caught in the maelstrom of total war, the humanities, we were told, had little place; "culture" must wait on Mars, military aims must supersede Shakespeare, students must be made aware of the "international" aspects of living. Even if it be admitted that culture can be separated so glibly from education (an admission which seems to negate the greatest aim of education), departmental use of recordings in our junior college classes has strengthened this belief: The so-called "cultural materials" may often bring a greater awakening of consciousness of world problems than any set plan of indoctrination.

The students of today are not afraid of propaganda in the same sense that students of ten years ago were afraid. Then we were warned to look for fraud

everywhere and to deride sincere efforts as propaganda of the worst kind. We were harangued not to be "impressed" by sentimentality, although we were not taught to discriminate between true sentiment and sentimentalism. Play Lynn Fontanne's recording of Alice Duer Miller's *White Cliffs of Dover*<sup>1</sup> even now in peacetime. As much actual understanding of interwoven world relationships may develop in a literature class under proper stimulus as in an international relations discussion. This, you may say, is evanescent, a sentimental mood induced by a fine actress, and, in the case of this recording, perhaps you are right. But, whatever we think, we *are* a generation of *hearers*; that is, our students are living in an era of radio and talking-pictures; and the spoken word, especially if spoken by an artist in that field, has a profound effect. Every semester I hear students say that the written word becomes more understandable when heard; that listening to words on records after reading those words at

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<sup>1</sup> For the convenience of those who may wish to secure them, the record numbers and other information about this recording, and others to which I shall refer later, are given here:

Victor 775, Alice Duer Miller, *White Cliffs of Dover*. Read by Lynn Fontanne.

Decca 273, Carl Sandburg, Excerpts from *The People, Yes*.

Victor 340, William Shakespeare, *Hamlet*. Excerpts read by Maurice Evans.

Victor 878, William Shakespeare, *Macbeth*. Maurice Evans—Judith Anderson and company.

Victor 536, Edna St. Vincent Millay, *Murder of Lidice*. Read by Basil Rathbone and company.

Columbia C-10, William Shakespeare, *Julius Caesar*. Orson Welles' Mercury Theater.

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EDITH M. GORMAN is librarian at Joplin Junior College, Missouri. Regarding the accompanying article and its subject matter, she says: "The trend toward education by records, visual aids, etc., has interested me greatly as I have a B.S. degree in Public School Music and intend to work more in visual aids at George Peabody College, where I am working on an M.A. degree in the Library School Division." She states that all student opinions expressed in the article have been made to her in public school music classes, or brought to her attention by fellow instructors in literature classes.

home makes them alive, vibrant, meaningful.

Poets and poetry have no place in war-time? No place in a world economically and spiritually bankrupt? Try hearing Carl Sandburg's own version of his words from *The People, Yes*:

The people will live on.  
The learning and blundering people will live on . . .  
There are men who can't be bought.  
There are women beyond purchase.  
The People have the say-so.  
Let the argument go on.  
Let the people listen.  
Tomorrow the people say Yes or No by one question:  
What else can be done?  
In the drive of faiths on the wind today the people know:  
We have come far and we are going farther yet.<sup>2</sup>

See, then, if democratic ideals are not flamingly portrayed in the voice and lines of a poet whose words speak directly to a student's heart and mind of those freedoms dear to every American.

"Contemporary literature, yes," the objectors say, "but Shakespeare? We have postwar problems to face, adjustments to make, and we need lessons to fit the times. We need to deal in everyday, *modern* life, not in abstract truisms or in outmoded literature." But hear Maurice Evans' excerpts from *Hamlet* and see if these words are confined to any age or nation:

What is a man,  
If the chief good and the market of his time  
Be but to sleep and feed? A beast, no more.

Where is there a better picture of the modern dictator, alone, afraid, distrusting all, than in these words of Macbeth, voiced by Maurice Evans again:

To be thus is nothing  
But to be safely thus . . .  
We have scotched the snake, not killed it . . .  
Better be with the dead,

Whom we, to gain our peace, have sent to  
peace,  
Than on the torture of the mind to lie  
In restless ecstasy. . . .  
O, full of scorpions is my mind. . . .  
I have lived long enough. My way of life  
Is fallen into the sere, the yellow leaf;  
And that which should accompany old age,  
As honour, love, obedience, troops of friends,  
I must not look to have; But, in their stead,  
Curses not loud but deep, mouth-honour,  
breath,  
Which the poor heart would fain deny, and  
dare not.

Where is there a more poignant and potent denunciation of bribery and corruption than in these words of Brutus, as interpreted in the Orson Welles' recording of *Julius Caesar*:

What, shall one of us,  
That struck the foremost man of all this  
world  
But for supporting robbers, shall we now  
Contaminate our fingers with base bribes,  
And sell the mighty space of our large  
honours  
For so much trash as may be grasped thus?  
I had rather be a dog, and bay the moon,  
Than such a Roman. . . .  
There is no terror, Cassius, in your threats,  
For I am armed so strong in honesty  
That they pass by me as the idle wind  
Which I respect not. . . .

No place for Shakespeare? With records alone, and without adequate presentation by the instructor, much of value would of course be lost, but the present day application of Shakespeare's words comes as a revelation to students. They comment amazedly on the modernisms of Shakespeare, on the pertinence of his words to contemporary living. Human nature, as portrayed in the great works of literature, is timeless, now as always. The innate qualities of goodness, honesty, self-interest, sacrifice, are the same as three hundred years ago or three times three hundred years. The eternal verities are not mathematical theorems or scientific formulas, but are found in great truths expressed by great writers and discovered anew by each succeeding generation.

<sup>2</sup> Carl Sandburg, *The People, Yes* (Harcourt, Brace & Co.), 1936.

The poem, *The Murder of Lidice*, by Edna St. Vincent Millay, was propaganda, of course, but mighty propaganda, written from the bitterness and the pity of a freedom-loving poet. And who among us cannot feel the universality of Mirko's words when he is awaiting death:

Sad shall I be to walk in the sun  
And walk in the sun no more,—  
But there's worse things than dying—  
There's worse things than dying!  
Though death be a trial sore.  
Now hold to your honour, my children all,  
For the sake of your mother and me;  
And hang to your courage, my children all,  
For the sake of your poor country,—  
And you'll see it again rise free!  
Care much for Freedom and little for gold,  
And such-like needery.  
There's more to be said, but no time, and no  
use . . .  
And I want to look at the moon through the  
spruce.<sup>3</sup>

In public school music classes, it has been my practice to acquaint students with as many types of recordings as possible—opera, symphony, concerto, diction, etc. Students, after hearing the above poem, have reacted similarly in different classes, although ages and experience have varied widely. Their conclusion was that while the recording should not be used, of course, in lower grades because of effect upon nerves and imagination of children, it *should* be heard in the higher levels. It should be studied as a means of realizing that war inevitably means cruelty, oppression, and murder. And this knowledge, they feel, is necessary unless we are to sink back into indifference, isolation-

ism, and lethargy toward world affairs. Returning veterans have commented bitterly to me that already our old smugness or "sit-tightness" is defeating the cause of peace. And students, even more than their parents, I believe, feel that we *cannot* lose *this* peace if we are to survive.

I had no quarrel with "intensified" programs, or with the urgency of immediate training in wartime in the fields of mathematics and science. These programs, we believe, were necessary for the successful promotion of the war. We must recognize, however, the very real danger to our democratic ideals if we veer, in peace, too far away from the humanities. Let mathematics and science take their proper place in the *whole* of education. We must not lose sight of the fact that "The People will live on." We are having to cope with thousands of regimented, totalitarian-trained Hitler youth, youth without hope, without faith, without vision. Unless we can be assured that the ideals of democracy are inculcated in our own students at home who will become the citizens of the future, we may create a Frankenstein in our own ranks. In literature, language, music, the great pioneers of freedom and democracy have always spoken. The universality of democratic principles is expressed through the medium of the spoken and written word. These are a part of our international heritage and must have a share in our thinking. Give literature and the liberal arts a chance in building our brave, new world.

<sup>3</sup> Edna St. Vincent Millay, *Murder of Lidice* (Harper & Bros.), 1942.



## Distributive Education in Junior Colleges

DONALD K. BECKLEY

THE CURRENT EXPANSION of junior college enrollment provides an appropriate opportunity to examine in detail the place of distributive education in the junior college curriculum. The rapid growth of programs for the training of workers for distributive occupations during the past decade has indicated clearly the wide interest that exists in this area of vocational education. The experience of other institutions has indicated also some of the requirements for operating a distributive education program effectively, and the more significant of these which are applicable to the junior college will be described briefly here.

In analyzing the appropriateness of distributive education programs for the junior college, it may be of interest to glance briefly at the background and present status of programs in this field. The earliest courses were offered, oddly enough, at the graduate school level. College graduates with an academic background took courses in specialized aspects of retailing at the School of Retailing of New York University, the Research Bureau for Retail Training of the University of Pittsburgh, and the Prince School of Retailing of Simmons College. These graduate schools are

still in operation, well known and generally respected in the retail training field. Their graduates are trained primarily for executive positions in the larger department stores.

At the opposite end of the distributive education picture are the high school retailing classes. The past ten years have seen a large growth in enrollment at this level, aided considerably by the money made available for cooperative high school courses under the provisions of the George-Deen Act. These classes have emphasized retail sales training, and many graduates have gone into sales work in retail outlets of all sizes.

At the 13th and 14th grade levels at which the junior college performs its functions, the distributive education picture is complicated. Courses in retailing are offered by high schools in post-graduate year, by junior colleges, by technical institutes, and by special proprietary schools of retailing. Institutions in these various categories accept students of approximately the same ages and with the same amount of previous education. Yet the courses offered, the degrees of specialization provided, and the amount of work experience available to the student—if any—vary widely. Four year colleges also are coming more generally to include distributive education courses among their offerings in business.

To add to the complexity of the situation, the terminology used in the distributive education field is sometimes misleading. The course "Merchandising," for example, as variously defined may be a general course in selling and

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retail store operation, or it may be a highly specialized treatment of the work of the buyer in a department store. The use of the term "cooperative education" is another illustration. It may mean that the student sells in a store occasional Saturdays or a week or two during the Christmas season, or it may represent a period of organized work experience on jobs of increasing difficulty totalling several months per year for several years. The range in the amount of classroom training provided is similarly broad. A student may spend a year or two in a program labeled retailing in which he takes one or two three-hour general courses in retail selling and/or store operation, or he may take a series of ten or more technical courses in a retailing specialty.

It can thus be seen that distributive education as it is now in operation is but loosely organized, and includes much overlapping on the various levels at which it is offered. The important question of the jobs or job areas for which the training is being provided is stated only vaguely in many programs, to the frequent dissatisfaction of the graduate who has been allowed to believe that he is qualified for more remunerative jobs than is actually the case.

As one of the several types of institutions offering distributive education, the training the junior college can offer in this area could readily be obscured in the general picture described above. If the junior college is to achieve its highest degree of effectiveness in this area, however, it is essential that agreement be reached concerning the general job areas for which training can be provided, and concerning the types of courses which might be offered to meet those job needs. While obviously there are various differences in local

needs, the principles of and requirements for retail work do not vary so widely from one section of the country to another that a considerable degree of uniformity cannot be maintained.

In reaching some such agreement as to common job goals and methods of training, what are the general requirements the junior college should seek to fulfill in organizing its program? The most important of these are as follows:

1. *The institution must work closely with prospective employers.* Training for retailing is as yet by no means generally recognized by store executives, especially in those smaller communities where merchants are very conservative. Seeking their cooperation sometimes seems most discouraging, but the fact remains that a retail training program is of little value if its graduates cannot secure jobs in the field for which they have been trained. One of the most effective means of winning over local merchants is through featuring the college as an agency which can help him to solve his store problems, possibly through research as well as through making available trained workers.

2. *The program should provide opportunity for cooperative work.* The value of cooperative work experiences has been clearly proved in retail training, and the best of the programs now in operation include store employment as an integral feature. While some junior colleges are so located that suitable work experience in the immediate area is not possible, some arrangements must be made to provide this opportunity for practical application of theory if graduates are to be in a position to compete successfully with those who have been trained elsewhere. One solution for those colleges so located would be an alternating block plan whereby the student could spend 6 to 12 weeks

on the job wherever suitable employment is available, then a similar period in classes. Another plan which has been used is to set up a demonstration store on the campus, operated entirely by the students. This is less desirable than work for an outside employer, but it can prove to be a useful substitute when no other arrangement is practicable.

3. *Instructors should have had retailing experience.* One of the principal problems in teaching retailing is to maintain an adequately practical approach. As in other technical areas, there is the temptation to theorize. Employers notice these tendencies promptly, and for the most part having little faith in theory they act accordingly. In judging the value of a program, retail executives place much weight on their estimate of the calibre of the instructor. A person with a suitable academic background and varied retail work experience is not always readily available for this purpose. Nevertheless, using as an instructor someone who is not properly experienced nor deeply in sympathy with the program may in the long run prove damaging to the college as a whole, not merely to the distributive education program.

4. *Rigid standards for student selection must be maintained.* One of the most frequent charges made against distributive education is that it draws students who do not have the qualifications needed to pursue academic training or other vocational courses. To a considerable degree this charge has been true, for guidance counselors in the schools in many cases have advised a retailing program to students who in their estimation were not suited for what they considered more desirable pursuits. Much has been done in the

last few years to alter this situation, both by distributive education workers and store personnel executives. Guidance counselors have been shown the desirable features of retail work for the better students, and, often in conjunction with prospective employers, students more generally suited to retail work have been selected in many institutions. Junior colleges conducting retail programs must recognize this need for students who can prove to be high type retail workers. While the factors which result in success or failure in retail work have not yet been precisely determined, it is nonetheless possible to avoid many cases of poor placement by recognizing some of the personality requirements of store work, and by refusing to permit the retailing program to be a catch-all for weaker students who do not give indication of aptitude for other work.

These four general requirements are basic for distributive education in any junior college. To some educators they may seem obvious; yet an examination of the programs in operation in some institutions will clearly demonstrate that they are not always carried out.

The junior college has an excellent opportunity within the next few years to assume an outstanding position in the distributive education field. Much that is important and useful concerning store work can be taught in two years. Retailing in general has not yet attempted to set up any standards of educational achievement and has not yet made the error of regarding the possession of a degree as the symbol of acceptable academic accomplishment. Junior colleges are fortunate in being sufficiently flexible to adapt their programs to changing needs of the field, and here again they have a decided advantage.

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## Feasibility of the 6-4-4 Plan in Iowa

ROBERT WHITE, JR.

THIS ARTICLE summarizes a study of the progress and future prospects of high school and junior college integration in ten Iowa cities maintaining junior colleges.

The high school and junior college may be operated with varying degrees of integration ranging from complete independence of each other to integration into one unit, usually of a four-grade spread. This culminating integration, commonly known as the 6-4-4 plan, is now employed in a number of school systems. This study attempted to answer three questions:

What is the extent of high school and junior college integration in certain Iowa communities maintaining junior colleges?

What is the near-future prospect of further integration or of even a culminating 6-4-4 reorganization in these situations?

How feasible is such reorganization from the standpoint of the evidence found?

### *The Situations Studied*

Ten Iowa junior college situations were studied intensively in this inquiry. Three of these — Burlington, Fort Dodge, and Mason City — comprised the three largest junior colleges in the state both under normal and under wartime conditions. Two, Albia and Washington, were junior colleges which had closed under the impact of disappearing enrollments created by the war but which planned on reopening with return to normal conditions. The remaining five junior colleges, Boone,

Centerville, Creston, Marshalltown and Muscatine, are representative of a middle group of Iowa junior colleges. Burlington, Fort Dodge, and Mason City are cities with population in excess of 20,000 while the other cities range in size from five to twenty thousand.

### *Plan of the Inquiry*

On the basis of criteria developed for each of six areas of organization, namely, housing, administration, faculty, curriculum, guidance and extra-curriculum, it was found possible to classify these ten junior colleges into three groups based on degree of integration with the local high school. These groups were defined as (1) a *high-association* group consisting of Burlington, Fort Dodge, Marshalltown, and Mason City, (2) a *moderate-association* group consisting of Albia, Boone, Creston and Washington, and (3) an *independent* group consisting of Centerville and Muscatine.

The core of the investigation consisted of an analysis of each of the six areas of organization named above with respect to practices, certain measures of excellence, and feasibility of reorganization under a 6-4-4 plan shown for each junior college and for the groups represented. In addition, some attention was given to the financial implications of reorganization and to the opinion of various groups of persons regarding the degree of association between high school and junior college.

### *Procedures for Securing Data*

A variety of methods was employed in securing data but every effort was

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made to gather them on the spot and from official records. A large share was supplied through schedules filled out in direct interviews. This method not only insured that all items were entered but also produced common definitions. The direct interview further aided in developing an understanding of the philosophy and climate of relations between the high school and the junior college.

Many data, such as teachers' daily programs, courses of study of students, grade enrollments, courses of study and academic preparation of teachers, were taken directly from official records. Extensive use was made of the records in the office of the State Superintendent of Public Instruction. Documents such as school papers, yearbooks, junior college catalogs, mimeographed or printed courses of study, and student handbooks proved of value. Extensive use of questionnaires was made, with several thousands of these being circulated and tabulated.

#### *Extent of Integration*

There were widely varying degrees of integration among these ten situations. As has been mentioned, it was found possible to classify the ten systems into the high-association, moderate-association, and independent groups, containing four, four, and two systems respectively. There was no instance of a complete integration among these schools; neither was either of the two independent junior colleges perfectly independent or separate.

The degree of integration between the high school and junior college in the six different areas of housing, administration, faculty, curriculum, guidance, and extracurriculum varied widely, both for the group as a whole

and within individual systems. That is, the finding of a certain degree of integration or lack of integration in one area did not afford a reliable index to the situation in other areas. The conclusion was drawn that the designation of the degree of integration in a particular high school and junior college should be based upon more than one of these areas of relationship.

#### *Desirability of Integration*

While the major purpose of the investigation was concerned with the feasibility of reorganization rather than its desirability, certain relationships between degrees of integration and results of measures of excellence necessarily affect feasibility in demonstrating its desirability or lack of desirability. Hence, the amount of desirability of reorganization becomes an important factor in amount of feasibility.

In each area studied, these relationships and implications were analyzed at length. The more important of these are summarized here in a series of enumerated statements.

1. The average high-association junior college had access to slightly more than two and a half times the number of specialized housing facilities available to the average independent junior college and to a significantly larger number than were available to the average moderate-association junior college. The moderate-association group outranked the independent group in this feature.

2. The achievement of complete integration between the high school and junior college would strikingly increase the availability of specialized housing facilities to the moderate-association and independent junior colleges.

3. The average value of the science equipment in the high-association junior colleges was twice that of the moderate-association schools which, in turn, was twice that of the independent schools.

4. The calculation of the student-administrator ratio in the junior college as contrasted with the corresponding figure for the local high school shows a better than two to one advantage for the high-association group



over the independent group, with the moderate-association group ranking in between them.

5. In the study of the location of responsibility for the performance of certain significant administrative functions, the systems operating with the junior college and the high school directly under a single administrator showed approximately a twentieth of the possible areas of administrative conflict between the two units as where these units were directly administered by separate administrators.

6. The same portion of the study educed the corollary that the more extensive concentration of responsibility for administration of the two levels in the same administrator brought more consistent administration.

7. Associated faculty procedures, of which extensive dual-level teaching is an essence, bring better prepared teachers in the subjects taught, whether the particular subject is at the high school or junior college level.

8. Associated faculty procedures, in contrast with the practice of assigning a certain teacher to a junior college program as exclusively as possible, increase the proportion of junior college faculty members in the combined faculty of the high school and junior college, with a resultant advantage in instruction to the high school, assuming that the junior college instructors are typically better trained than the high school instructors.

9. The high-association junior colleges offered a significantly higher average number of semester hours in the curriculum than did either of the other two groups.

10. The junior college graduates in the high-association group showed a notably smaller proportion of duplication in subject-titles in their programs of study than were exhibited in either of the other two groups.

11. Fewer of the graduates in the high-association group underwent a major reorientation in their programs of study in comparison with their programs in the high school than did those in either of the other two groups.

12. Other measures of desirability in the field of the curriculum failed to show consistent and significant differences among the groups of junior colleges.

13. Superiority of the guidance programs in the high-association junior colleges over those in the other groups was indicated by the measures showing (a) a higher retention of students, (b) a larger success on the part of those students who changed the basic pattern of their programs of study between the high school and junior college, (c) more success on the part of all students as indicated by a comparison of average high school and average junior college grades, and (d)

more economical and efficient student-adviser ratios.

14. In the extracurriculum, it was shown that association both induced and made possible more activities at the junior college level, especially in the fields of journalism and music, than would be the case with rigid separation of the high school and junior college extracurriculums.

15. Opinion tends to approve practices of close association or integration where they are in existence. These measures of opinion were drawn from teachers, students, and administrators.

16. The evidence indicates that an enrollment of approximately 675 is necessary before the independent or separate junior college can demonstrate equivalent effectiveness with the close association or integrated junior college in faculty, guidance program, or administration and that an enrollment of at least 1,000 is necessary before the independent or separate junior college can enjoy specialized housing facilities comparable to those of the close association or integrated junior college.

17. There is a consistent indication that organizational patterns based on voluntary cooperation do not produce the difference in results that might be expected in contrast with the clearly independent or separate organizational patterns. The strong tendency is for voluntary cooperation to produce results more in line with those found in the clearly independent situations than in those schools operating under close association. Where there were claims of voluntary cooperation within this group, the basic evidence failed to substantiate to any marked degree that the results were different from those found in the independent situations.

The statements above are all adduced from detailed evidence and analyses made in the investigation. Insofar as these ten junior colleges are concerned and with regard to the limits of the features studied, these measures of excellence present a consistency and a strength greatly enhancing the desirability and, hence, the feasibility of close association or integration.

### *Feasibility of Integration*

*Housing.* So far as housing is concerned, a 6-4-4 reorganization is feasible throughout these ten situations, although in two instances adaptation of housing is possible only if the upper



unit is five grades instead of four in spread. In no system would any new building be necessary to accommodate integration even with due allowance for tremendously increased popularization of the junior college grades.

*Administration.* Five systems operate under an administrative pattern by which one administrator directly administers both the high school and junior college. Reorganization from the standpoint of administration is readily feasible in these five systems. The five other situations employing the dual-administration pattern must shift to the single-administration pattern before integration in administration can be achieved. A majority of administrators within each group of junior colleges preferred more integration than then existed in their situations, with a definite majority from the high-association group preferring the 6-4-4 plan. With regard to the factor of administration, the high-association junior colleges are readily feasible for reorganization, with the moderate-association and independent junior colleges less so in that order.

*Faculty.* In faculty, the high-association situations as a group exhibited the greatest feasibility for reorganization as measured by the criteria of present organization of the faculty and the faculty's adequacy to staff a reorganized school with allowances for greatly increased popularization. The moderate-association and independent groups show less feasibility, without a great deal of difference between them except for the markedly higher proportion of teacher-load assigned to the junior college level for the junior college faculty in the independent situations, a fact which lessens the relative feasibility for reorganization so far as faculty is concerned.

*Curriculum.* The investigation of the curriculum area demonstrated extensive inarticulation between the high school and junior college curriculums. The whole problem of securing the desired measures and of judging feasibility for reorganization was hampered by the restricted nature of these curriculums, dominated as they generally were by the sole objective of university preparation. The measures did show that an expanded offering was essential to greater integration in the curriculum.

The high-association schools were better situated for reorganization in the curriculum field because of possessing a more unified curriculum administration, more frequent coordinating procedures, and a larger curriculum offering. In this area, two situations, both from the high-association group, were found to be readily feasible for reorganization. Five others, comprising two from the high-association group and three from the moderate-association group, were described as moderately feasible, while the remaining three situations possessed a relatively low degree of feasibility.

The general feasibility for reorganization was the lowest in the curriculum area of any of the six areas studied.

*Guidance.* Based on present organization and procedures, the high-association schools are ready for almost immediate integration in guidance programs. The moderate-association group ranks next and, by a wide margin of differences, the independent schools exhibit the least degree of feasibility for reorganization in guidance.

*Extracurriculum.* In the extracurriculum, the high-association systems are the most ready for reorganization because they maintain unified control of the extracurriculum at both levels and had developed the greatest propor-

tion of associated activities. The moderate-association group is less ready inasmuch as these systems employed dual-control of the extracurriculums and had developed a smaller proportion of associated activities. Feasibility for reorganization in the extracurriculum is decidedly least in the independent colleges since they practiced dual-control of the extracurriculum and had had no associated activities.

*Opinion.* The opinion of high school students did not show much variation among the groups, although it did approve associated practices where they were in existence. Opinion as measured among junior college students, among faculty, and among administrators was in each instance most favorable to integration in the high-association group, next most favorable in the moderate-association group, and least favorable in the independent group. It was noted as generally true that the groups whose opinions were measured favored more integration than then existed in their particular situations and approved of such practices of association as then existed.

*Summary.* In each of the rankings of degree of feasibility for reorganization as given above, the high-association schools were most ready for achievement of a 6-4-4 integration. Gener-

ally, the moderate-association and independent systems ranked next, in that order, although in some areas, especially in faculty, curriculum and guidance, there was not much difference in degree of feasibility between these two groups.

### *Conclusions*

There is an impressive degree of feasibility for a 6-4-4 reorganization among these ten situations, with the high-association systems now generally at the stage where a declaration of reorganization could be made and the necessary adjustments accomplished with relatively minor difficulty. The moderate-association systems would have to establish closer association in certain features before achieving reorganization. The independent junior colleges would have to undergo fundamental revision in organization in advance of reorganization.

In general, it may be said that only the catalyst of leadership or example is needed to achieve a significant number of 6-4-4 reorganizations among these schools. As a guide for such a program, it was found possible to construct procedures in each area of organization studied by which the junior college situations could achieve integration in that particular area.

# Inadequacies of General Education Programs

JAMES W. REYNOLDS

THE WRITER pointed out in an article appearing in last month's issue of the *Junior College Journal* that the policy of local public junior colleges concerning the curriculum experiences of their graduates does not provide for an adequate general education program. Moreover, it was shown that there is a definite probability that the specific deficiencies identified in the general education programs of these graduates are not compensated for by previous curriculum experiences received in high school. It was also indicated that junior college leaders have long subscribed to the principle of regarding this level of education as possessing the responsibility for rounding out the individual's program of general education. This discrepancy between theory and practice is not without cause, and it is the purpose of this paper to report the results of an investigation undertaken to discover the cause.

## Description of Investigation

The investigation consisted of two parts: (1) Conferences with junior college administrators and faculty members at 32 public junior colleges located in all sections of the country, and (2) questionnaires sent to 215 public junior colleges. In sending the questionnaires two forms were used: (a) a comprehensive inquiry was sent as a follow-up to the 32 institutions at

which conferences had been held, and (b) a shorter inquiry was sent to the 183 local public junior colleges listed in the *Junior College Directory, 1942* in addition to the group to which the follow-up questionnaire had been sent. Replies were received from 30 of the 32 colleges to which the follow-up inquiries were sent, and from 62 of the colleges to which the less comprehensive questionnaire was sent. Subsequent statistical compilations are based entirely on the questionnaire returns.

One feature of the comprehensive questionnaire which is also treated in the simpler inquiry is a request for comment on the statement, "*Every junior college should set up a comprehensive program of general education, satisfactory completion of which is an absolute requirement for graduation.*" Accompanying the questionnaire was the following broad description of the term *general education*:

I have defined "general education" broadly as being those curricular experiences in all areas such as citizenship, homemaking, worthy recreational interests, philosophy of life, and others which comprise the life needs of all people regardless of their economic or social status.

The wording of the statement does not represent a thesis which the writer would necessarily defend. It is so worded as to indicate an arbitrary and definite stand. This was done with the idea of avoiding a meaningless generality which would provoke little discriminative thought on the part of the respondent.

## General Findings of Investigation

In reporting the results of the inquiry, the colleges have been included

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under two general headings. Those to which the follow-up questionnaire was sent are classified as the basic group, those to which the simpler form was sent as the supplementary group. A general summary of all the replies will be found below:

<i>Nature of Expressed Opinion</i>	<i>Basic Group</i>	<i>Supplementary Group</i>
Approve without reservations		12
Approve with reservations	12	28
Disapprove	1	6
Indeterminate as to approval or disapproval		3
No comment made	17	13
Total	30	62

Of the administrators who made comment on the statement, an overwhelming proportion in both the basic and supplementary groups approved it. Even among the administrators who disapproved the statement, as will be indicated in a subsequent analysis, the reasons for disapproval cannot be construed as expressions of disapproval of including a general education program in the junior college.

Since this paper is concerned with an identification of causes for the inadequacy of the general education program in local public junior colleges, one turns logically to a breakdown of the comments included in the columns entitled, "Approve with Reservations" and "Disapprove." Such a breakdown is accomplished in Tables 1 and 2.

### *Reservations Modifying Full Approval*

Table 1 considers the reservations of those administrators in the basic and supplementary groups who approved the statement with reservations. Table 2 includes the various reasons advanced by the administrators who expressed themselves as disapproving the statement.

TABLE 1. BREAKDOWN OF RESERVATIONS ACCOMPANYING APPROVAL OF STATEMENTS OF GENERAL EDUCATION PROGRAM

### *Reservations Regarding Terminal Students* *Basic Group*

Should not be set up so as to exclude special vocational students who will not be graduated

Methods should be devised to convince student of its importance

### *Supplementary Group*

Restrict to terminal students only

Terminal students' needs leave no time for general education

Terminal students will not take general education

### *Reservations Regarding Transfer Students* *Basic Group*

No reservations.

### *Supplementary Group*

Prevented from taking general education by restrictions of senior colleges

Too much required general education would discourage students from entering science curriculum

Should apply to transfer students only

### *Reservations Regarding Time Required* *Basic Group*

Should be spread over 9th through 14th years

Continuation of and coordinate with secondary years immediately preceding junior college

Should be spread over Grades 7-14

Should be spread over secondary grades

### *Supplementary Group*

Not more than 60 per cent of class time

Must not take too much time

Kept at a minimum

Must leave time to develop special interests

Must leave time for vocational education

### *Reservations Regarding Requirements for Graduation*

### *Basic Group*

As stated, defies reduction to terms sufficiently specific for translation to graduation requirements

### *Supplementary Group*

Misunderstood

"Comprehensive" too large a term

Avoid compulsory features

### *Reservations Regarding Development Within a College*

### *Basic Group*

Should provide for individual differences

Should be assisted by functioning guidance and personnel program .....	1
Should be presented so that students will appropriate and use the general education Curriculum set up on basis of student body needs .....	1
Depends on comprehensive program of offerings, not a few required courses .....	1
Requires better teaching .....	1
Involves a complete change in educational theory and school practice .....	1
<i>Supplementary Group</i>	
Prevented by school's "struggle for existence" .....	1
Must be developed slowly .....	1
Should make provision for general education already received .....	2
Should be outgrowth of preliminary study .....	3
Should be trimmed to local needs .....	2
Should stress courses in citizenship, economics, and social relations .....	1
All terminal courses should have general education in their framework .....	1
Needs constant refashioning once adopted .....	1

*Miscellaneous Reservations*

<i>Basic Group</i>	
Not practical in a technical institute ...	1
State laws restrict accomplishment of program .....	1
Should make exception of those handicapped .....	1
<i>Supplementary Group</i>	
No reservations.	

An examination of the breakdown of the reservations contained in Table 1 makes one aware immediately of the fact that there is no unanimity of opinion, some comments going so far as to be contradictory of others. An example of the contradiction involved in the comments is observed under the categories of those comments dealing with terminal and transfer students made by administrators in the supplementary group. One advocates limiting the required general education program to the terminal students only, two others say that the necessary curriculum which terminal students must take leaves no time for general education, a fourth states it as his opinion that terminal students will not take general education courses, while a fifth advocates limiting

general education courses to transfer students only. In overcoming this conflicting testimony, if such is desirable, perhaps the best suggestion is that made by one of the administrators in the basic group of colleges:

Broadly speaking, I believe that such [general education required for graduation] should be the case. At present, our faculty is concerned with the method of presenting such a program which will be acceptable to many who are taking the shorter vocational courses. In other words, how may we convince these students of the value of general education and get them to take the time to acquire it.

Comments classified as applying to terminal students do not appear among those made by the administrators from the basic group of colleges. However, among the supplementary group comments classifiable under this heading were made by eight junior college leaders. With the exception of one comment urging general education for transfer students only, the comments strongly emphasize the existence of a barrier to a compulsory program of general education in the form of senior college requirements. Administrators whose comments stress this condition do not discuss their statements further, since no elaboration was requested, but experience suggests this barrier probably exists in the shape of (1) refusal to accept on transfer certain general education courses, or (2) the setting up of certain prerequisite introductory courses in preparatory education as a basis for admission to senior college advanced standing.

Under the heading of "Time Required," administrators in the basic group made comments all of which stressed the importance of extending the period to be devoted to accomplishing the comprehensive program of general education over a broader segment of the secondary school level than that



involved in the traditional junior college years comprising Grades 13 and 14. The comments made by representatives of the supplementary group urged that limitations be imposed on the proportion of time devoted to general education in the junior college.

The fourth category concerns the concept implied in that part of the statement which reads, "... a comprehensive program of general education as an absolute requirement for graduation." The comments classifiable under this heading in the basic and supplementary groups have little in common, except that four of the comments made by administrators in the supplementary group indicate that the above quotation was interpreted differently from the way in which it was intended.

The component parts of the comments classified under the heading, "Development of Program within a School," with one exception deal with broad aspects of general education. The one exception is the first of those in the supplementary group, in which the administrator expressed his approval of the statement but asserted that he was prevented from any hope of realization of the program by his "struggle for existence." Some of the comments listed under the basic group are definitely related to some made by representatives of the supplementary group, as in the case of the relationship between the first statement in the basic group and the second in the supplementary group; and between the fourth in the basic group and fifth in the supplementary group.

The fact that none of the comments in either the basic or supplementary group appears to contradict any other comment is a matter of interest. By a process of synthesis, one might con-

struct a rationale for developing a program of general education within a junior college. However, the evidence in the form in which it exists does not warrant labeling this rationale as representative of the prevailing attitude among junior college administrators, although such status might be achieved for the comments if they were submitted in a checklist to junior college administrators for expressions of approval or disapproval.

The three comments listed under the category "Miscellaneous" need no further explanation. The third, incidentally, is a bit confusing as to meaning owing to the uncertainty of the exact interpretation to be applied to the term "those handicapped."

#### *Disapproval of Compulsory Program*

Table 2, as has been described, deals with the reasons advanced by those who disapprove the statement. An examination of the component parts making up these reasons produces only two categories under which the parts can be classified; in reality, only one, since the heading "Miscellaneous" lacks finesse as a definite term and may be properly considered as a catch-all.

The point has been intimated previously that the reasons advanced by those who disapproved cannot actually be construed as expressions of disapproval of general education *per se*. This point is borne out by an examination of the reasons listed in Table 2. The only reason advanced by a member of the basic group, and all five of the reasons classified under the heading, "Organization and Curriculum," in the supplementary group, are based on an objection, either stated directly or implied, to the use of the idea of compulsion involving completion of a comprehensive program of general education as an *absolute requirement* for

graduation. The two comments included under the heading "Miscellaneous" are not directly opposed to the concept of general education in the junior college. On the basis of this analysis, one may conclude correctly that there is no disapproval of general education in junior colleges, but only to the practice of making the completion of a comprehensive program of general education an absolute requirement for graduation.

TABLE 2. BREAKDOWN OF REASONS FOR DISAPPROVAL OF STATEMENT OF GENERAL EDUCATION PROGRAM

<i>Reasons Involving Curriculum</i>	
<i>Basic Group</i>	
Preprofessional and professional curriculums are already so long that addition of general education requirements would be intolerable .....	1
<i>Supplementary Group</i>	
Absolute requirements <i>per se</i> are undesirable .....	2
High school is the level for required general education .....	1
Takes insufficient account of individual differences .....	1
Setting up a required program suggests too much of omniscience of faculty .....	1
Community demands academic courses for transfer students and general courses for terminal students .....	1
<i>Miscellaneous Reasons for Disapproval</i>	
<i>Basic Group</i>	
None.	
<i>Supplementary Group</i>	
College needs to expand first .....	1
Would be impractical .....	1

*Reasons for Inadequacy*

The final portion of this paper is devoted to a reconsideration of the reservations accompanying approval of the statement as well as the reasons for disapproval with a view to discovering clues to explain the paradox which exists in theory and practice concerning general education in the local public junior college.

Two ideas that help provide a suggestion for the reason for the divergence of theory and practice may be found in the classifications of the reservations under the heading "Terminal Students" and "Transfer Students." One grows out of the distinction observed between these two groups, a distinction implying sufficient cleavage to justify ascribing differing needs to each. If these needs differ sharply, then the conclusion follows that any attempt to set up a program common to both groups is to be hindered by these differences. The second idea concerns the point made by several of the administrators in the supplementary group to the effect that one of the barriers to the realization of a comprehensive general education program is the existence of certain requirements set up by senior colleges.

A third clue to an explanation for the difference between theory and practice is the one that underlies the central points emphasized by the basic and supplementary group representatives in the category of time required to accomplish the general education program. The statement has been made that the central themes subscribed to by each group are unrelated. In a sense, however, these themes stem from a common source. Each is the outgrowth of an idea the essence of which is the lack of sufficient time in Grades 13 and 14 to provide adequate curriculum experiences for the student to meet the requirements of a comprehensive program of general education. The administrators of the basic group suggest a remedy for this theoretical problem in the form of spreading the general education program over a larger portion of the secondary school years. Representatives of the supplementary group provide no remedy but seek to

protect vocational and preparatory education from encroachment by general education, an encroachment which is inevitable if one subscribes to the theory of the desirability of a comprehensive program of general education and aims to accomplish this program at the junior college level only.

Other clues of lesser significance can be deduced from the evidence. The belief is held, however, that the three which have been listed and described are the most important explanations. One might use the term "experiential considerations" as a collective title to include these three ideas. In any event, the implications of these ideas provide a satisfactory explanation for the disparity between theory and practice observed in the approval which local public junior colleges accord the idea of a comprehensive general education program and the unsatisfactory record which these same junior colleges have compiled in providing such a program.

In summary, one may, on the basis of the findings reported, explain the

inadequacy of the general education program in local public junior colleges on the basis of the following conditions:

1. The assignment to terminal and transfer students of sharply divergent educational needs, with the inferred difficulty in providing in the individual junior college a program which will satisfy the needs of both groups.
2. The requirements which senior colleges set up for admission to advanced standing.
3. The belief that a comprehensive program of general education cannot be accomplished within the two year span defined by Grades 13 and 14.

It remains for junior college leadership to determine whether these causes are insurmountable. If such is the case, then a respect for reality dictates a policy by which junior colleges will cease proclaiming as a purpose the act of rounding out the individual's general education program. If, however, these causes do not present insurmountable barriers, then the same respect for reality dictates that more junior colleges do what a few such institutions have already done, find a method by which these barriers may be effectively removed.



## Reports and Discussion

### COORDINATING EDUCATION

Educators have long recognized the problems of articulation involved in student transfer from one level of the educational system to another. The difficulties encountered by the student have been fairly well defined. However, in solving problems of articulation as well as other problems of education, the high schools, junior colleges, senior colleges, and universities have too often operated independently. There has been a lack of cooperative attack.

Recognizing this lack, the California Junior College Federation, at its spring meeting in 1944, proposed the establishment of a Master Committee on Relations of Schools for the state. Prior to this time, the high schools and the state university considered their problems, and the junior colleges and the university met to study their problems. There was little or no coordination of effort.

The University of California, the seven state colleges, the Association of Secondary School Principals, and the Junior College Federation accepted the proposal. As a result, twice each year representatives from the above-named types of institutions meet to consider, discuss, and solve problems of mutual concern and interest. The conclusions reached by the committees on relations are reported back to all the educational institutions.

As a result of the working of this committee, it is safe to say that the relations of the secondary schools and colleges of California are at an all time high. Many perplexing problems have

been considered and disposed of satisfactorily through cooperative deliberation.

Some of the accomplishments during the past year are as follows:

#### *Veteran Education*

1. High schools and junior colleges agreed that veterans should be encouraged to enter junior colleges for further education even though high school graduation requirements had not been previously completed. Provision was made to permit veterans to complete high school graduation requirements in junior colleges.

2. The bases for granting credit for military experience and training in various types of educational institutions were thoroughly discussed. A summary of procedures being followed was prepared as a guide for all types of institutions.

3. The policy of the state university in admitting veterans was closely defined.

4. The practices followed by various institutions in meeting the special educational needs of veterans were enumerated. Some colleges provided regular class instruction on the high school level on an accelerated rate in certain fields of study. Some institutions operated on a calendar which permits a new group of veterans to register each ten-week period. Other institutions allow veterans to enroll for class instruction at any time on a workshop-project basis.

#### *U. S. History Instruction*

It was recommended that Chief of the Division of Secondary Education of the State Department be requested, in consultation with the Association of High School Principals and the Junior College Federation, to appoint a committee to determine the emphasis and scope of U. S. history instruction in high schools and junior colleges of the state.

#### *Coordination of Counseling and Curriculum*

1. A motion was passed that counseling days for high school students at junior colleges should be set only after mutual consideration and adoption of a program by both high school and junior college administrators.

2. It was suggested that junior colleges should send their counselors to the high schools to do individual counseling.

3. It was suggested that conferences between high school and junior college coun-



selors could do much in developing coordinated counseling and curricula.

#### *Classification of Courses*

After much discussion the motion was passed that the California Committee for the Study of Education be asked to conduct a study concerning the possibility of classifying and uniformly numbering courses offered in colleges of California.

#### *Coordination of Terminal Education*

An agreement was reached regarding the recognition and interpretation of terminal education offered in state colleges and junior colleges.

B. H. PETERSON  
*President*

California Junior College Federation

### MONMOUTH'S PROGRAM

The idea of the community college and the numerous services which the college may render to the community has stirred our imaginations at Monmouth Junior College. Although far from having achieved a substantial development of the community college, we are thinking, experimenting, and talking about it with the hope that traditional viewpoints and habits of approach will gradually give way to this newer concept.

The community college, as we conceive it, is a community sponsored institution which accepts the responsibility of promoting, directing, and providing for (1) the cultural and vocational growth of the people, and (2) the most enlightened solutions of the problems of the community and its industries. The high school graduate, the mature non-graduate, and the adult find here the instruction they need. No worthy student is barred.

Monmouth Junior College is sponsored by the Long Branch City Board of Education and shares the use of the senior high school building. It is, however, essentially a county junior col-

lege. Students come from 40 communities in Monmouth and Ocean counties, and the school is controlled by a county board consisting chiefly of public school administrators. The college receives annually a substantial grant of money from the county board of commissioners.

In addition to its preprofessional and general curricula, Monmouth Junior College has provided terminal education in such fields as drafting, accounting, journalism, and secretarial studies. Since New Jersey requires graduation from high school for matriculation in a junior college, adult education is provided for in the Community Institute, a subsidiary organization operated under the sponsorship of Monmouth Junior College.

Our classes for veterans fall into three general categories, with a fourth to be added. One group of men is pursuing standard college work in the regular classes. Another group wishes to complete the work for the high school certificate. Provided the students of this group satisfactorily pass a preliminary test of competence for college work, the New Jersey Department of Education permits them to enter regular college classes as special students. When the student has met the requirements of the New Jersey High School Equivalent Certificate, he may claim college credit for the courses he completed satisfactorily during his period of study for the examinations. A third group consists of men fully employed who wish concentrated study in their fields of work, usually without reference to academic credit. If the courses desired are not included in our regular offerings, these men are enrolled in correspondence courses offered by universities or the International Correspondence School and their study is

supervised by the college. A fourth group now being formed consists of men who are employed as apprentices in the building trades or in garages. They will receive their supplemental, theoretical training at the junior college in the evening under teachers approved by the state for this work.

A guidance service under the direction of a staff member at the Junior College is available to all veterans of the community.

Aside from its course offerings, the junior college is associated with other projects of cultural interest to the community. It sponsors the Monmouth Junior College Public Forum Series which, for several years, has brought prominent persons to the community. The opening address this fall was by Paul V. McNutt. It helps support the Community Concert Series by purchasing tickets for its students. It is now planning a series of ten special film programs which will be open to the public for a nominal fee. These films, which are not usually shown in the commercial theaters, are of social and cultural significance.

One achievement in community service which has been particularly gratifying is the pre-clinical training of student nurses who are members of the Cadet Nurse Corps. The incoming classes of the two schools of nursing in the county spend a semester at the junior college studying anatomy and physiology, chemistry, microbiology, psychology, and sociology. The arrangement, entered upon as a wartime measure to relieve the hard-pressed physicians and nurses from instructional responsibilities, has been mutually satisfactory. Now that Federal funds are being withdrawn and the Cadet Nurse Corps discontinued, the schools of nursing are planning to con-

tinue the arrangement. A possible future development is the extension of the program to a full year. Arrangements are now being made to have the director of the program at the junior college spend a portion of her time at the hospitals as a further step in making the pre-clinical instruction functional.

EDWARD G. SCHLAEFER  
*Dean*

### TEACHING MATERIALS CENTER

An audio-visual teaching materials center has been established at Pueblo Junior College, Colorado, to provide schools and organizations of the region with selected teaching aids to be used in their educational activities. Sound and silent pictures, slide-films, slides, transcriptions, pictures, charts, and posters have been catalogued and are available to all interested groups. Instructors and adult organization leaders may select materials to coincide with the subject being taught, paying a service charge for these materials on a cost basis, as the center is non-profit. Periodic newsletters furnish information about new materials.

The department now owns about \$5,000 worth of teaching materials and equipment. An additional \$5,000 has been appropriated to secure basic classroom teaching films and other visual aids. The department recently increased its housing facilities for education films by installing a special shipping and checking section. Film racks declared surplus by the Army were placed in the department to make space enough for 500 film titles.

Ernest Tiemann, director of the department of visual education at Pueblo Junior College, would appreciate hearing from other junior colleges that are carrying out similar projects.

## ***Junior College World***

President Dorothy M. Bell, Bradford Junior College, *Editor*

### **SUCCESS STORY: 1946 VERSION**

One resolute G.I. was undeterred by news that the North Dakota State School of Science—after expanding its housing for veterans through conversion of Navy barracks into 24 apartments, acquiring 36 cabin trailers, expanding its dormitories, housing some students in a former shop building, and canvassing homes in surrounding towns—had reached the end of its rope and could admit no more students in February. He arrived on campus, application in hand, with a load of lumber to build his own cabin! P.S.—He got in.

### **TACHISTOSCOPE PURCHASED**

William Woods College, Missouri, was the fifth school in the country to purchase a tachistoscope, a machine designed for remedial reading purposes. This instrument, somewhat similar to a movie projector in appearance, was a war discovery. It was used in training naval aviators in spotting airplanes. It was found that the cadets' reading rate almost doubled during the period in which they used the tachistoscope.

The method by which this machine with the unpronounceable name increases reading accuracy and speed is through increasing concentration and comprehension. Its operation consists of flashing slides with 6 digit numbers on them on a screen. Students are told to concentrate on a certain portion of the large screen used with the machine. They are given two preparatory words with the same interval occurring between each word and the flash of the numbers on the screen. Each student has a notebook in which he records as

many of the digits as he can identify; the correct numbers are later called out and the notebooks checked.

### **BUSINESSMEN BACK MCCOOK**

Local business and professional men have contributed almost \$8,300 to McCook Junior College, Nebraska, toward the \$30,000 needed for new college buildings. A committee of business men is in charge of soliciting donations from their associates.

### **CLASSROOM OVERFLOW SOLVED**

Like many other colleges in the country, the Junior College of Connecticut found itself without enough classroom space to house its greatly increased second semester enrollment. It has solved its problem by an arrangement with the city school board whereby the college has the use of four classrooms in Bassick High School during late afternoons.

### **TWO SEMESTERS IN ONE**

Brainerd Junior College, Minnesota, has arranged certain courses for the second semester this year so that a student may complete both the first and second semesters' work by June. He may thus resume his college work next fall with no incomplete part of a course remaining to be done. Although these courses are designed especially for the veteran just returning from the service, others may take advantage of this opportunity to begin their college training in the middle of the year.

### **HOUSING VETERANS**

The problem of housing college-minded veterans has been solved in

various ways by junior colleges. In many cases the Federal Public Housing Authority is supplying the housing units. Fairleigh Dickinson Junior College, New Jersey, has been allocated 32 family units from this source, each consisting of a living room, two bedrooms, kitchen, and bath. They are temporary structures and must be taken down at the end of a five-year period. Expenses of running the project are divided evenly among the occupants.

Bergen Junior College, New Jersey, expects similar units for 150 single and 50 married veterans, and the New York State Institute of Agriculture has been allotted 20 dwelling units. In California, Compton Junior College, Fullerton Junior College, and La Sierra College have benefitted from the plan, while in Texas 30 units each will be set up for San Antonio Junior College and St. Phillips Junior College. San Antonio's president, Monroe G. Everett, has also made an appeal through the local newspaper to citizens to cooperate in accommodating the constantly increasing number of veterans who want rooms and apartments.

Twenty housing units formerly used at a prisoner-of-war camp are being remodeled for students at Northern Oklahoma Junior College, and are expected to be ready for occupancy by mid-summer.

#### CURRICULAR EXPANSION AT LEE

Last fall Lee Junior College, Texas, opened an art department, offering classes in freehand drawing, painting, and design. The curriculum proved so popular that courses in advanced drawing and painting, commercial art, interior decoration, and costume design have recently been added. Local business men give encouragement by offering prizes for outstanding work in the

art department. One merchant offered a piece of furniture to the student having the highest grades in the new interior decoration class, while another donated a piece of material to the highest ranking student in costume design, the material to be made up according to the student's own design.

A new and unusual course at Lee Junior College is sacred music, given in the evenings at the request of local music groups.

#### VOCATIONAL EDUCATION COURSE

Virginia Junior College, Minnesota, is offering veterans a course providing training for factory-type employment. The course, organized as a two-year unit, is designed to fit the needs of ex-servicemen who, because of limited educational preparation, or because of their interest, age, or economic reasons, do not elect a professional program, according to Dean Floyd B. Moe. Its objects are: (1) An educational refresher and readjustment, (2) enhancement of technical and mechanical skills, and (3) provision of essential background for more rapid advancement in factory type employment. Courses offered include related or shop mathematics, practical electricity, general shop (including forging, welding, woodwork, sheet metal work, machine shop), and engineering drafting and design.

#### ADMINISTRATIVE CHANGES

The Reverend Arthur J. Doege is now back as president of Concordia Collegiate Institute, New York, after almost four years' service as an army chaplain.

On July 1 D. B. Campbell, instructor at Custer County Junior College, Montana, will become dean of the institution, succeeding O. L. Alm, who has



been appointed principal of Custer County High School.

#### BETWIXT AND BETWEEN

Many a veteran's educational problem has been solved by the opening of the Collegiate Institute of Hillyer Junior College, Connecticut. No veteran, regardless of high school preparation, is turned away from the Institute, the educational level of which is between high school and college. It offers an eight-month course with a choice of two fields, science and technology or business and government, in addition to practical English and American civilization. The Institute operates along tutorial lines, and veterans, may enter at any time. Upon satisfactory completion of the program, each student receives a certificate entitling him to admission to Hillyer's college course on a trial basis. Expert guidance and vocational counseling are provided, and recommendation for employment is given at the end of the course.

#### CHOSEN BY TOSCANINI

NBC announced recently that Anne McKnight, former Frances Shimer Junior College (Illinois) student, had been chosen by Arturo Toscanini for the role of Musetta in his 50th anniversary presentation of *La Boheme*—the only non-Metropolitan Opera member of the star-studded cast. Miss McKnight was encouraged to study seriously for a professional career by her music instructor at Frances Shimer, Madam Gilderoy Scott, NBC says. She is now a student at Juilliard School, New York.

#### PLAY CONTEST

The Texas Junior College Association has resumed its annual one-act play contest, suspended during the war. The contest, held last month, was at-

tended by talent scouts of several major movie producers.

#### EARN AND LEARN

Ninety-four per cent of the students at Spring Arbor Seminary and Junior College, Michigan, are working for their board, room, and tuition. Jobs on campus, such as construction work, milking, baking bread, getting meals, and serving in the library, help the students to gain both funds and work experience.

#### \$100,000 SOUGHT

A campaign to raise \$100,000 for expansion to meet postwar needs is underway at Union Junior College, New Jersey, as the result of the recommendations of a survey committee headed by Arthur L. Perry, superintendent of schools of Rahway, New Jersey, and made up of representatives from other communities in the county. The committee reported unusual interest has been shown in the veterans' study center established at the college. An enrollment of 1000 civilians and veterans within two years was probable, the report continued. According to Superintendent Perry, \$100,000 is the "minimum necessary for postwar expansion of the non-profit institution." A new science building with equipment, acquisition of land, an expanded library, campus landscaping, augmented faculty, a gymnasium, remodeled cafeteria, and an assembly chamber are essential as soon as funds are available, the committee advised.

#### CAMPUS BROADCAST

Northeast Junior College, Louisiana, presents a variety of campus radio programs through the facilities of KMLB each Monday through Friday at 1:30 p.m. An instructor in speech reads

poems each Monday. On Tuesdays representatives from college departments present sketches describing features and activities in their fields of work. A music appreciation broadcast, comprising recordings from the Carnegie collection, is featured on Wednesday. Students in radio production give dramas each Thursday, and on Friday there is a student or faculty recital sponsored by the music department.

#### COURSES AT NAVAL HOSPITAL

Corpus Christi Junior College, Texas, has opened an extension center at the nearby U. S. Naval Hospital for patients and hospital personnel. A staff of six instructors conducts three-month courses at the hospital two evenings weekly. A student may enroll in two courses. Regular tuition rates are charged, and college credits are granted.

Some of the courses offered are freshman English, college algebra, Spanish, psychology, and business law. A course in interior decorating is offered for nurses.

Popularity of Corpus Christi's courses with Naval personnel has already been evidenced in the fact that during the first semester 155 Navy men and women attended regular night classes at the junior college.

#### YEARBOOK AWARD

The 1944-45 issue of "Skyline," yearbook of Colorado Woman's College, has received the Medalist award for outstanding qualities in the 11th annual yearbook critique contest sponsored by Columbia University, New York. The award is given only to yearbooks which have been selected from the upper ten per cent of the publications which received the first place rating in the contest.

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## From the Secretary's Desk

### NEW JUNIOR COLLEGES

A phenomenal growth in the number of communities and groups planning the establishment of new junior colleges has marked the first three months of 1946, and has kept the Association busy in providing information and services. The following examples will give an idea of the breadth and variety of plans recently coming to our attention.

Expansion by June of the program of the National Farm School, Doylestown, Pa., into a three-year junior college offering courses in the liberal arts as well as in practical and scientific agriculture.

A public junior college for Belleville, Ill., to open in September.

A junior college especially for veterans, at Warner Robins, Ga., under the auspices of Mercer University, for which the FPHA has allotted 200 housing units.

A proposal that the \$6,500,000 marine barracks at Klamath Falls, Oregon, be taken over by the Oregon State Board of Education and converted to a junior college accommodating 1500 war veterans. The 65 major buildings comprising the barracks are reported to have a life of about 35 years, and to include elaborate recreation facilities.

Unanimous recommendation to the State Legislature by the School Committee of Boston that a city junior college for veterans be set up there, to remain in existence for a period of five years. It is stated that Boston has the spare teachers and could take over the facilities of the 1600-seat High School of Commerce for the junior college.

Consideration by 25 secondary school principals of Westchester County, New York, of the possibility of establishing a Westchester Junior College of Liberal Arts, proposed by a parent-teacher group.

A survey by Pennsylvania State College to determine the need of a junior college at Somerset, Pa.

Consideration by the School Directors of Shenandoah, Pa., of a proposal to establish a junior college there as soon as possible.

Tentative approval in February by the Benton Harbor (Mich.) Board of Education of plans for establishment of a junior college at that city.

A proposal that a junior college be established for Kane County, Ill. The local

American Legion chapter is actively supporting the suggestion.

A proposal of a junior college for Fitchburg, Mass., by Superintendent of Schools George C. Francis.

Appointment of a committee to select a site for a Baptist junior college to be built in northern Georgia.

Plans, in various stages of development, for establishment of public junior colleges in the following 15 communities: Contra Costa County, Northern San Diego County, and Eastern Los Angeles County, Calif.; Wilmington, Del.; Blue Island, Ill.; Ottumwa, Iowa; Baltimore, Md.; Grand Island, Neb.; Alvin, Big Springs, Freeport, Pampa, Sweetwater, and Wharton, Texas; and Powell, Wyoming.

A considerable number of war-closed junior colleges have also announced their reopenings. Among those reopened in February were: Junior College of Commerce, Conn.; Herzl and Wright Branches of the Chicago Junior College; Essex Junior College, N. J.; Dubois Undergraduate Center, Pa.; Clark Junior College, Wash.

Reopenings reported for next September—the first three definite, the last two under consideration—are: New London Junior College, Conn.; Weylister Secretarial Junior College, Conn.; Emory Junior College at Valdosta, Ga.; Springfield Junior College, Mass.; Albert Lea Junior College, Minn.

### OMISSION—DIRECTORY

The University of Wyoming has called our attention to the fact that in listing the newly established Casper Junior College, Casper, Wyoming, in the *Junior College Directory 1946* as being accredited by the University of Wyoming, we should have added a footnote stating that this recognition is as yet on a trial or provisional basis. Such a footnote was intended, and we sincerely regret that it was inadvertently omitted.

## Judging the New Books

CHARLES E. PRALL, *State Programs for the Improvement of Teacher Education*. Prepared for the Commission on Teacher Education, American Council on Education, Washington, D. C., 1946. 379 pages.

This book describes the activities of and critically analyzes the methods employed by seven statewide cooperative studies, dealing with improvement of teacher education, sponsored by the Commission. The programs for these studies were planned and conducted by local state committees with membership generally from state departments of education, state teachers colleges, publically and privately controlled colleges and universities, and public schools. The working techniques employed, the activities carried on, and the specific changes brought about under the supervision of these committees varied from state to state, but institutional cooperation was stressed and obtained in all state programs. Local conditions were emphasized in the selection of problems for study and methods to be employed.

These statewide studies, which were conducted in West Virginia, New York, Michigan, Georgia, Kentucky, Florida, and Alabama, are practical illustrations of democracy in action and get down to the grass roots of the problem. The book consists of four parts. The first deals with the Commission's objectives and an introductory statement on the general scope of the work and a broad outline of three of the state programs. The remaining three parts of the volume are organized topically around the three major problems of teacher education considered in the all-state studies: General education, pro-

fessional education, and in-service education.

While these seven all-state studies do not deal specifically with the problem of junior college teacher preparation, they do contain much of value in pointing the way to approach the solution of this problem.—T. D. SCHINDLER, *Lower Columbia Junior College, Longview, Washington*.

PAUL H. LANDIS, *Adolescence and Youth*. McGraw-Hill Book Co., New York, 1945. 470 pages. \$3.75.

This author, who is dean of the Graduate School, State College of Washington, holds that in the study of adolescence and youth, "Too much emphasis [is placed] on the physiological . . . too little understanding [is given] to the impingement of the social processes on the developing organism."

The stimulating introduction presents a case history of an adolescent. This is followed by a brief theoretical statement, with the implication that while educators now recognize individual differences in students, they do not discern the importance of social status to these adolescents. In addition, schools need to develop a keener appreciation of the social phases that determine the values, attitudes, and personal goals of the average adolescent and youth.

The book is organized to emphasize what the author feels to be the major problems that face youth in America. Adolescence is thoughtfully defined, and the adjustment problems of this period are analyzed. Material is presented on biological factors that relate to behavior, including puberty, maturation,



tion, sex, and age. Emphasis is given the social structure, including the phases of American social climate and culture patterns which mold the raw materials of human nature. Throughout the book the three experience worlds of rural, village, and urban life are compared.

Ample consideration is accorded adolescent adjustment areas under the following headings: Attaining moral maturity; the transition to marital adulthood; and the struggle for economic adulthood. In conclusion the author treats of the school's aim in assisting adolescents and youth to recognize their place in society.

Mr. Landis' book is an excellent reference book for the junior college library, particularly for research in the fields of social psychology, psychology, sociology, and child development.—ELIZABETH H. WRIGHT, *St. Helen's Hall Junior College, Oregon.*

FOSTER RHEA DULLES, *20th Century America*. Houghton Mifflin Co., New York, 1945. 567 pages. \$3.75.

The growth of American democracy from 1900 to the present day is the theme of this volume. The author is an optimistic and inspirational writer whose interpretation of American history portrays a belief that the acts and decisions of the people are the fruits of a greater and safer democracy.

The writer shows that at the turn of the 20th century the United States had reached maturity, had moved out of a state of isolation, and through her acts and influence had become a recognized world power. However, the first section of the book, covering the period from 1900 up to the entrance of the country into World War I, shows that a period of reformation was taking place. The old cherished philosophy

of laissez-faire had been giving way to big business control or monopolistic practices. As a result of the change in economic philosophy came the demands of the people for the national Government to act. The reformers gained many changes as a result of the Government's war against great political bosses and privileged corporations.

The latter section of the book is devoted to a discussion of the part played by this nation in three great endeavors: First, the United States' entry into World War I and results that followed; second, justification of the New Deal to restore faith in the people and a living democracy; and third, the entry of this country into a second world war. The author believes so strongly in the democratic way of life that he presents the results of all three acts as proof that this country has moved forward in the realization of a just and free land.—E. B. GOLDING, *Economics Department, Gulf Park College, Mississippi.*

OLIVER E. BYRD, *Health Instruction Yearbook 1945*. Stanford University Press, 1945. 317 pages. \$3.00.

This book, as the title indicates, is a compilation of the year's developments in all phases of health in 1945. It is most complete and is excellently organized for use as a reference book. Each chapter opens with a clear and interesting digest of the contents of that chapter, which is in itself of much value.

The *Yearbook* is rich in facts and covers not only the United States but also other countries involved in the war. Of special interest are the facts concerning the health of the armed forces and their relation to us in the postwar world. One of the outstanding contributions of this book is the clear statement about work which still needs

to be done in various specific fields of health.

As a library or departmental reference for college students in hygiene, health education, or related subjects this book is excellent. It would also serve as a good source of subjects for term papers and of problems for research in the field of health. The contents probably cover too large a field for the book to be of value as a text for any one of the health or hygiene courses generally offered in the college curriculum, with the possible exception of a course in the organization and administration of health education. In such a course the lecture material would furnish the skeleton and background for the health facts and findings of the past year of 1945.—JANET WOOD SODERBERG, *Director of Physical Education, St. Helen's Hall Junior College, Oregon.*

### Positions Open

AN outstanding institution of higher education in a metropolitan mid-west locality has openings for instructors, assistant professors and associate professors for the terms beginning March 6 and September 17 in the following fields: Sanitary Engineering, Electrical Engineering, Mechanical Engineering, Chemistry, Physics, Mathematics and Engineering Drawing. Reply to Box 21, *Junior College Journal.*

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BUSINESS PRINCIPLES AND MANAGEMENT is ideal for junior colleges. There has been a tremendous demand for this book recently because of its popularity with veterans who are seeking a course that is practical. The student starts out with the problems of financing and starting a business and then proceeds through studies of selecting a location, selecting equipment, getting started, buying, selling, managing, keeping the records, and all other specific problems of a business.

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Presents data derived from a follow-up study of high school graduates which indicate the greater democratization of the local junior college as compared to the state junior college. Discusses other reasons for fostering local junior colleges.

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